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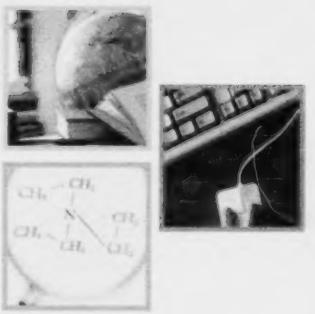
Education Indicators in Canada: An International Perspective



2011

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Education Indicators in Canada: An International Perspective

2011

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Note of appreciation

Canada owes the success of its statistical system to a long-standing partnership between Statistics Canada, the citizens of Canada, its businesses, governments and other institutions. Accurate and timely statistical information could not be produced without their continued cooperation and goodwill.

Corrections have been made to this product.

The publication was reloaded on October 17, 2011.

Please take note that changes have been made to tables and charts for the following three indicators: B1, D1 and D2.

The text has been amended to reflect the changes in the tables.

We regret any inconvenience this may have caused.

For more information please contact Client Services (toll-free 1-800-307-3382; 613-951-7608; fax: 613-951-1333; *educationstats@statcan.gc.ca*), Tourism and the Centre for Education Statistics Division.

Foreword

The primary objectives of the Pan-Canadian Education Indicators Program (PCEIP) are to develop and maintain a set of statistics that provide information about education and learning in Canada and to support evidence-based policy making. PCEIP has been doing this since publishing its first set of education indicators for Canada and its jurisdictions in 1996. Then in September 2009, a set of international indicators was introduced in the first edition of ***Education Indicators in Canada: An International Perspective***. Each year, this PCEIP series presents indicators for Canada and its provinces/territories, placing them in a broader international context. The report has been designed to complement and expand upon the information for Canada that is provided annually to the Organisation for Economic Co-operation and Development (OECD) for publication in its *Education at a Glance (EAG)* report. The PCEIP report, ***Education Indicators in Canada: An International Perspective***, was developed in response to a request from the provinces and territories via the Strategic Management Committee of the Canadian Education Statistics Council (CESC). The international context provided by the report supports the mission of CESC to "create and commit to comprehensive and long-term strategies, plans, and programs to collect, analyze, and disseminate nationally and internationally policy-relevant and comparable statistical information."

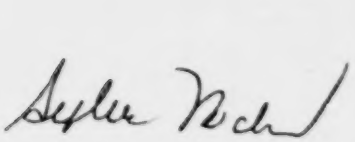
A set of 13 international indicators is presented in this year's *Education Indicators in Canada: An International Perspective*. But what exactly *is* an indicator? To be developed as an indicator, an educational statistic must take its meaning from comparisons between different countries or jurisdictions, over time or in relation to commonly understood and defined standards. Although such statistics cannot reveal all, they do convey a good deal of information about education systems by reporting on the condition of certain key features. Indicators provide a way of gauging performance and progress, which may signal improvements or reveal problems. The information presented in indicators should be interpreted cautiously, however, and not be viewed as providing a precise interpretation of past events, a clear judgement of present conditions, or to point to specific policy remedies for problems that may be identified. Indicators provide the basis for important new understandings about how education systems are functioning overall, and they also serve as tools to aid ongoing dialogues about education systems that will, in turn, make substantial contributions to education policy and planning.

This year's set of indicators captures information on educational attainment, graduation rates at the upper secondary and postsecondary levels, equity in academic achievement, labour market outcomes, the economic benefits of education, expenditures on education, international students, transitions to the labour market, and teachers' working conditions—for Canada, and its provinces/territories. The main development in the production of this year's report is the addition of four new indicators; those in the area of teacher working conditions, as well as the indicators on expenditure per student and equity in academic achievement.

The intention of this report is to allow Canada and its jurisdictions to be compared in an international context; that is, among other OECD countries. Data were taken from the sources cited and represent the most recent data that could be used to arrive at comparable international figures. As all definitions, categories and methodologies align with those of the International Standard Classification of Education (ISCED) to allow standardized and comparable statistics, the resulting figures may differ somewhat from similar numbers produced by the provinces and territories themselves. This report's **Notes to readers** section includes explanations and descriptions of the relevant ISCED categories, and outlines how the Statistics Canada data used is aligned with this international system.

Highlights for all 13 indicators appear at the beginning of this report, and complete indicator texts are presented under four general themes: the output of educational institutions and the impact of learning (Indicators A1 through A6); financial resources invested in education (B1 through B3); access to education, participation and progression (C1 and C2); and the learning environment and organization of schools (D1 and D2). The tables for all of these indicators follow these chapters, and the report concludes with a list of **Committees and organizations**, which outlines the many individuals who have played important roles in producing and reviewing this report.

Education Indicators in Canada: An International Perspective, 2011 is published by the Canadian Education Statistics Council (CESC) as part of its broader endeavour, the Pan-Canadian Education Indicators Program (PCEIP). The CESC is a partnership between the Council of Ministers of Education, Canada (CMEC) and Statistics Canada. The CESC was established in 1989 to improve the quality and comparability of Canadian education data and to provide information that can inform policy development in education.



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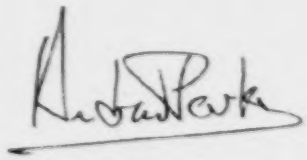

Andrew Parkin

Director General
Council of Ministers of Education, Canada

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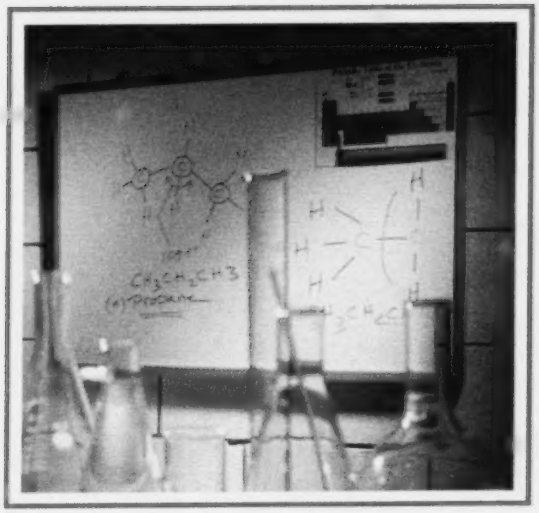
Acronyms and abbreviations

ASETS	Access and Support to Education and Training Survey
CAUBO	Canadian Association of University Business Officers
CEGEP	Collège d'enseignement général et professionnel
CESC	Canadian Education Statistics Council
CMEC	Council of Ministers of Education, Canada
EAG	Education at a Glance
ESCS	Index of Economic, Social and Cultural Status
ESES	Elementary-Secondary Education Survey (formerly ESESP, Elementary-Secondary Education Statistics Project)
FEDEX	Survey of Federal Government Expenditures in Support of Education
FINCOL	Financial Statistics of Community Colleges and Vocational Schools
FIUC	Financial Information of Universities and Colleges Survey
GDP	gross domestic product
GED	general education diploma
ILO	International Labour Organisation
INES	Indicators of Educational Systems
ISCED	International Standard Classification of Education
LFS	Labour Force Survey
NGS	National Graduates Survey
OECD	Organisation for Economic Co-operation and Development
PCEIP	Pan-Canadian Education Indicators Program
PISA	Programme for International Student Assessment
PPPs	purchasing power parities
PSIS	Postsecondary Student Information System
R&D	research and development
SLID	Survey of Labour and Income Dynamics
SUFSB	Survey of Uniform Financial System – School Boards
UNESCO	United Nations Educational, Scientific and Cultural Organization
UOE	UNESCO/OECD/Eurostat data collection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Introduction

Education Indicators in Canada: An International Perspective

This report, *Education Indicators in Canada: An International Perspective, 2011*, is the third in a series that reports on certain aspects of the educational systems in Canada's provinces and territories in an international context. A series of indicators that have been developed to align with the definitions and methodologies used by the Organisation for Economic Co-operation and Development (OECD) are presented. This year's set of internationally comparable indicators, which offer the latest available statistical information for several key themes, are organized by chapter:

Chapter A, ***The output of educational institutions and the impact of learning***, profiles educational attainment among the adult population. It also presents information on graduation rates at the upper secondary and tertiary (college and university) levels. An examination of the relationship between socio-economic background and academic achievement is provided by using international assessment results. Relationships between educational attainment and labour market outcomes are also explored, specifically labour force status and the relative earnings of workers.

Chapter B, ***Financial resources invested in education***, focuses on expenditure on education. This information is presented both in terms of expenditure per student and expenditure in relation to a country's (or province's or territory's) overall amount of resources as measured by GDP. Then the proportions of current and capital expenditures are outlined.

Chapter C, ***Access to education, participation and progression***, explores the extent of international student mobility, as well as aspects of transitions from education to the labour force.

Chapter D, ***The learning environment and organization of schools***, reports on the amount of time students must, in principle, spend in class as established by public regulations. It also presents salary information for elementary and secondary school teachers, a key aspect of their working conditions.

International indicators

Canada has participated in the OECD's Indicators of Educational Systems (INES) programme since the project's inception in 1988. INES includes a set of indicators that allow comparisons of the education systems of its member countries. The OECD publishes the results annually in *Education at a Glance*.

Education Indicators in Canada: An International Perspective was developed to expand upon Canada's participation in INES and to broaden the Canadian statistical picture by providing comparable statistics for Canada's provincial/territorial systems of education. It is a product of the Pan-Canadian Education Indicators Program (PCEIP), and is considered a companion report to the OECD's *Education at a Glance*, which presents complete data for all OECD member countries, including Canada.[1]

The harmonized indicators presented in this 2011 edition align with a selection of indicators from the OECD's 2011 edition of *Education at a Glance*, and they were selected based on their importance for the jurisdictions and the availability of data for Canada and its provinces and territories. The definitions and methodologies agreed upon in developing the harmonized indicators were used to produce the data for Canada and the provinces/territories, and those definitions and methodologies may differ from those used in a particular province/territory. Consequently, the numbers presented in this report may differ from those published independently by the provinces/territories. Virtually all data for Canada and its provinces and territories are presented along with the most recent OECD averages.

About the Pan-Canadian Education Indicators Program

The Pan-Canadian Education Indicators Program (PCEIP) is an ongoing initiative of the Canadian Education Statistics Council: a partnership between Statistics Canada and the Council of Ministers of Education, Canada.

In the Victoria Declaration of 1993, the provincial and territorial ministers responsible for education and training agreed to create a program of pan-Canadian education indicators. PCEIP's mission is to publish a set of statistical measures on education systems in Canada for policy makers, practitioners and the general public to monitor the performance of education systems across jurisdictions and over time.

The first indicators published under the PCEIP banner appeared in 1996. In 1999, the first PCEIP report, based on a new set of indicators, was published, followed by reports in 2003, 2005, and 2007. Beginning in 2009, the traditional PCEIP publications evolved into a new line of electronic products. The PCEIP product line includes regular updates of tables for Canadian education indicators, fact sheets related to these indicators, and this relatively new international report.

More information about PCEIP, including the full line of products, is available on the Statistics Canada Web site at www.statcan.gc.ca and the Web site of the Council of Ministers of Education, Canada at www.cmec.ca.

1. The 2011 version of *Education at a Glance*, which presents the latest statistics for the individual OECD member countries, is available free on the OECD's Web site: www.oecd.org.

Highlights

Chapter A: The output of educational institutions and the impact of learning

A1 Educational attainment of the adult population

- Between 1999 and 2009, the proportion of adults aged 25 to 64 with tertiary education (the equivalent of college and university completion) increased from 39% to 50% in Canada. Correlatively, below upper secondary attainment (the equivalent of less than high school completion) decreased steadily, from 20% to 12%. Similar changes were mirrored in the provinces, as well as on average for the OECD countries.
- In 2009, 92% of Canadian adults aged 25 to 34 had attained at least upper secondary education, compared with 80% for those aged 55 to 64, reflecting change in attainment patterns over time.
- There were relatively small differences between provinces in the proportion of adults aged 25 to 34 with at least a secondary school diploma; figures ranged from 89% in Manitoba to 94% in British Columbia.
- In 2009, one-quarter (24%) of 25- to 64-year-olds in Canada had completed tertiary-type B programs, far greater than the average of 10% reported by the OECD for its member countries. In Canada, tertiary-type B includes non-university certificates or diplomas from community colleges, CEGEPs, or schools of nursing, as well as university certificates below the bachelor's level.
- The international figure for completion of tertiary-type A/advanced research programmes was 21%, which compares with 25% in Canada. In Canada, tertiary-type A refers to bachelor and master's degrees and other university degrees or certificates above a bachelor's degree (but below a doctorate), and advanced research programmes comprises doctorates and post-doctoral programmes.

A2 Upper secondary graduation

- Canada's upper secondary graduation rate was 79% in 2008. The majority of other OECD member countries also reported graduation rates above 70%, and the OECD average was 82%. The upper secondary graduation rate is the sum of graduation rates by age, and the latter are obtained by dividing graduates of a specific age by the population of the same age.

- Upper secondary graduation rates for females were higher than those for males in all provinces and territories, as well as in the vast majority of OECD countries for which comparable data were available. In Canada, the rate for females was 83%; the rate for males, 75%.
- In Canada in 2008, successful completion in public schools was 70%, slightly higher than the average of 68% for the OECD countries that were able to provide the appropriate data. This new indicator measures the "on-time" graduation of the 2005/2006 cohort of Grade 10 students (3e secondaire in Quebec)—an indication of the efficiency of the public school system. Among the provinces and territories, the proportion of students who completed their education within the expected time varied considerably, from 13% in Nunavut to over 75% in Prince Edward Island, Nova Scotia, and New Brunswick.
- Successful completion is generally lower than upper secondary graduation rates, implying that, for some provinces and territories, the process of obtaining a high school diploma may take longer than expected. There was a 33-percentage-point difference between the two rates in the Northwest Territories in 2008, compared with a difference of less than 1 percentage point in Manitoba.

A3 Tertiary graduation

- In 2008, the tertiary-type B (mainly college credentials) graduation rate, which includes only first-time graduates, was 28.8% in Canada. The latest comparable average available from the OECD (2009) is 10.4%. This wide gap clearly indicates the strength of the tertiary-type B education sector in Canada, one seen in only a few of its fellow OECD countries. (The tertiary graduation rate is the sum of graduation rates by age, and the latter are obtained by dividing graduates of a specific age by the population of the same age.)
- Canada's average graduation rate for tertiary-type A (first-time graduates, bachelor's degree) was 36.9% (2008), 2 percentage points lower than the most recent average of 38.6% registered by the OECD. This is not actually low, however, when taking into account the entire tertiary sector in Canada, where many postsecondary students choose to pursue tertiary-type B programmes.
- In Canada, the estimated first time graduation rate for women in tertiary-type B programs (34.4%) was higher than that for men (23.5%)—a rather sizeable gender gap of 11 percentage points. The rates for tertiary-type A (45.8% for women versus 28.3% for men) reveal an even larger gap of 18 percentage points. The comparable OECD gender gaps were 2.8 percentage points for tertiary-type B and 15.5 percentage points for tertiary-type A.
- Tertiary-type A graduation rates for women were, without exception, above those for men across the country. A similar pattern for tertiary-type B graduation rates was also observed: the graduation rates for women were also higher than those for men across the provinces in almost all cases.

A4 PISA performance and equity

- In 2009, Canada and other OECD member countries in general reported that reading achievement increased, on average, with increased levels of socio-economic status. This indicates an average association between reading performance and socio-economic background. In Canada, for every 1-point increase in the index of the students' socio-economic status, there was a 32-point increase in the score for reading performance, compared with a 38-point increase for OECD countries, indicating a more moderate influence of the socio-economic background on student academic performance. Among the Canadian provinces, the influence of the students' socio-economic background on their academic performance did not vary significantly.

- Almost one-quarter (24.4%) of 15-year-old students in Canada in 2009 had immigrant backgrounds (counting first- and second-generation immigrants), *compared with* 10.7% across the OECD countries in general. This proportion varied greatly across the provinces, from 5% or less in the Atlantic provinces to 34.7% in British Columbia. On average in Canada, there was no statistically significant difference between the reading performance of Canadian students with an immigrant background, whether they were first- or second-generation immigrants, and the performance of non-immigrant students. This is a rather favourable situation for immigrant students in Canada, compared with that in OECD countries in general.

A5 Labour market outcomes

- In Canada and other OECD countries, it is evident that employment prospects increase with educational attainment. In 2009, Canada's employment rate for adults aged 25 to 64 who had not completed upper secondary education was 55%. For upper secondary graduates, the employment rate was 72%; for postsecondary non-tertiary graduates, 77%. The figures for graduates of tertiary-type B and tertiary-type A/advanced research programmes were 81% and 82%, respectively.
- In most OECD countries, the difference in employment rates between the sexes was less pronounced among graduates of tertiary-type A and advanced research programmes compared with the upper secondary graduates. In Canada, a 10-percentage-point difference was observed between men and women in the upper secondary graduation category. The male-female difference for graduates of tertiary-type A/advanced research programmes was 5 percentage points.
- Variations in employment rates between 1997 and 2009 suggest that some educational attainment groups may be more sensitive to labour market conditions than others. Overall in Canada, adults with less than high school completion (below upper secondary) were the most affected by less favourable labour market conditions: their lowest employment rate during this period was 5 percentage points below their highest rate. There was far less variation (around 1 percentage point) in the trend for adults with tertiary education.

A6 Economic benefits of education

- The relative earnings of Canadians aged 25 to 64 clearly indicate a marked earnings premium attributable to higher levels of educational attainment. This is seen in all OECD countries.
- For 2008, the most notable earnings advantage is seen among those who had graduated from university programs, ISCED 5A/6 (tertiary-type A or advanced research programmes). These graduates earned considerably more—70% more on average—than high school or trade/vocational programme graduates.
- Among individuals who had successfully completed a university education, earnings were notably higher in all provinces, ranging from an advantage of 30% in Alberta to 84% in Ontario.
- Women in Canada continue to earn less than men, regardless of their educational attainment. In 1998, the average annual earnings for women with tertiary education (college or university) were 61% those of men; by 2008, the gender gap had narrowed slightly, yet women's earnings were still only 63% of men's.

Chapter B: Financial resources invested in education

B1 Expenditure per student

- In Canada in 2007, expenditure per student at the secondary level exceeded that at the primary level in all provinces and territories except in the Yukon, Prince Edward Island and British Columbia. Expenditure on secondary education in Canada ($11,116) was only 11% greater than on primary education ($10,016), a difference much smaller than in OECD countries where, on average, approximately 31% more was allocated per student to secondary education than to primary education.
- In Canada at the primary and secondary level, the portion of expenditure per student allocated to core services represented 95% of the total expenditure per student. This is similar to the proportion of expenditures on core services in OECD countries (93%) in primary through postsecondary non-tertiary education.
- The total expenditure per student on university education in Canada averaged $30,317. When spending on research and development is excluded, the Canadian average was $19,362, with three provinces (Saskatchewan, Alberta, and British Columbia) exceeding the average by more than 30%.

B2 Expenditure on education as a percentage of GDP

- With 6.0% of its GDP allocated to educational institutions in 2007, Canada devoted about the same share of its wealth as the OECD countries on average (5.9%). The allocation of financial resources to educational institutions is a collective choice, made by government, business, and individual students and their families. It is partially influenced by the size of the school-age population and enrolment in education, as well as the country's relative wealth.
- The share of GDP devoted to educational institutions varied from one province or territory to another. The percentage of GDP invested in educational institutions in 2007 varies given the different levels of provincial/territorial wealth per capita. This is shown by notable differences between the percentages for Alberta, Nunavut, the Yukon, Prince Edward Island and Nova Scotia.
- In 2007, 42% (2.5% of 6.0%) of the share of the GDP that Canada invested in education was allocated to the tertiary sector. Among the OECD countries, Canada, along with the United States (38%), allocated the largest share of education spending to tertiary education.

B3 Distribution of expenditure on education

- The proportions of education expenditure allocated to current spending were relatively high in Canada in 2007: 93% for primary and secondary education, and 90% for tertiary. These figures are fairly similar to the average proportions reported by the OECD for its member countries: 92% and 91%, respectively. Current expenditure reflects spending on school resources that are used each year for the operation of schools.
- For primary, secondary and postsecondary non-tertiary education, the compensation of staff (78%)—particularly teachers (62%)—accounted for the largest proportion of current expenditure in Canada in 2007, a situation mirrored in all other OECD countries. At the tertiary level in Canada, 63% of current expenditure was devoted to compensation of all staff; 37% to compensation for

teaching staff. In all provinces and territories, the proportion of current expenditure allocated to compensation of all staff employed in education was larger in the primary, secondary and postsecondary non-tertiary sector than in the tertiary sector.

- In Canada, 10% of education expenditure for tertiary education was allocated to capital expenditure; the OECD average was 9%. For primary and secondary, the corresponding figures for Canada and the OECD were close, at 7% and 8%, respectively. Capital expenditure reflects spending on assets that last longer than one year and includes spending on the construction, renovation and major repair of buildings.
- With the exception of Newfoundland and Labrador, Nova Scotia, and Ontario, the proportion allocated to capital expenditure was generally greater for tertiary than for primary and secondary education.

Chapter C: Access to education, participation and progression

C1 International students

- In Canada, international students accounted for a higher proportion of enrolment in advanced research programmes (20.2%) than in tertiary-type A (6.9%) and tertiary-type B (3.8%) programmes. International students are those who are not Canadian citizens and who do not hold a permanent residency permit in Canada.
- Across the provinces, there was little variation in the proportion of international students enrolled in the tertiary education systems, with six provinces falling within 1.5 percentage points of the Canada average. International students accounted for a higher share of total tertiary enrolment than in Canada and OECD countries in general in Prince Edward Island (11.8%), New Brunswick (9.7%), British Columbia (8.2%), Nova Scotia (7.6%) and Manitoba (7.2%).
- With the exception of Nova Scotia, each province registered a higher proportion of international students in advanced research programmes (ISCED 6) than OECD countries in general (17.5%).

C2 Transitions to the labour market

- The proportion of Canadian youth aged 15 to 19 who were "in education" remained quite stable over the 1999-to-2009 period, at around 80%. In the OECD countries overall, the corresponding proportion rose from 80% in 1999 to 84% in 2009, indicating the growing recognition among today's youth that staying in school is important to their future.
- In 2009, 20% of 15- to 19-year-olds in Canada were no longer pursuing a formal education. This figure remains higher than on average in the OECD countries (16%). The Canadian figure is high in comparison, but one should be careful not to consider this as a "drop-out" rate, as many in this 15 to 19 age group may have actually graduated from high school but not pursued any further education.
- The proportion of 15- to 19-year-olds no longer in education varied from one province to another, from 15% in Ontario to 26% in Alberta. The corresponding estimates for the territories were also high, ranging from 23% to 33%.

- Some provinces seem more successful than others in meeting the challenge of integrating young adults with relatively low educational attainment into the labour force. In the Western provinces, the association of relatively high employment rates (approaching or around 70%) and relatively high proportions of young people not in education indicates that labour markets with shortages can draw and employ young people regardless of their educational attainment.

Chapter D: The learning environment and organization of schools

D1 Instruction time

- In Canada in 2009, the total compulsory instruction time in formal classroom settings was 7,377 hours, on average, between the ages of 7 and 14. By comparison, total compulsory instruction time for the OECD countries for which data were available was 6,497 hours, or close to 900 fewer hours than the average total compulsory instruction time in all public institutions in Canada during the 2008/2009 school year.
- Total compulsory instruction time for students aged 7 to 14 varied by province and territory, ranging from 7,061 hours in Nova Scotia to 8,120 hours in the Northwest Territories.
- The average annual number of hours of compulsory instruction time for 15-year-old students who were registered in typical programmes for this age group was 921 hours in Canada. This represents about 19 hours more than the total for compulsory instruction time in the reporting OECD countries in 2009.

D2 Teachers' salaries

- In Canada, the starting salary for teachers in public elementary and secondary schools was close to $43,000 Canadian dollars in 2008/2009, ranging across the provinces and territories from $38,641 in Quebec to $63,331 in the Northwest Territories.
- Although the OECD averages reveal similar differences between starting salaries and those at the top (ratios of 1.6 for the OECD and Canada), Canada's teachers reached the top of their salary scales much sooner than their OECD counterparts. The OECD average for "years from starting to top salary" for teachers in lower secondary institutions was double that for Canada in 2008/2009: 24 years compared with 12.
- For all levels taught, starting salaries in Canada and its provinces and territories were similar and consistently higher than the OECD averages for its reporting countries, at close to $36,000 (converted in US dollars) for each ISCED category. By comparison, the OECD figures were $29,767, $31,687 and $33,044 for primary, lower secondary and upper secondary institutions respectively.

Notes to readers

Canadian and OECD indicators

The following table outlines the indicators presented in this third edition of *Education Indicators in Canada: An International Perspective* beside the corresponding indicators from *Education at a Glance*.

Outline of indicators in *Education Indicators in Canada* and *Education at a Glance*

Education Indicators in Canada: An International Perspective, 2011		Education at a Glance 2011: OECD Indicators	
A1	Educational attainment of the adult population	A1	To what level have adults studied?
A2	Upper secondary graduation	A2	How many students finish secondary education?
A3	Tertiary graduation	A3	How many students finish tertiary education?
A4	PISA performance and equity	A5	Does student background affect student performance?
A5	Labour market outcomes	A7	How does educational attainment affect participation in the labour market?
A6	Economic benefits of education	A8	What are the earnings premiums from education?
B1	Expenditure per student	B1	How much is spent per student?
B2	Expenditures on education as a percentage of GDP	B2	What proportion of national wealth is spent on education?
B3	Distribution of expenditures on education	B6	On what resources and services is education funding spent?
C1	International students	C3	Who studies abroad and where?
C2	Transitions to the labour market	C4	Transition from school to work: where are the 15-29 year-olds?
D1	Instruction time	D1	How much time do students spend in the classroom?
D2	Teachers' salaries	D3	How much are teachers paid?

Note: The two new D-series indicators were developed for Canada and the provinces and territories in 2011. As the data could not be assembled and reviewed in time for submission to the OECD, figures for Canada will not appear in the 2011 edition of *Education at a Glance*.

ISCED classifications and descriptions

The following table, as outlined in the OECD's publication *Highlights from Education at a Glance 2010*,[2] introduces the International Standard Classification of Education (ISCED) and provides a brief description for each category.

International education categories and descriptions

ISCED classification (and subcategories)	Description
Pre-primary education ISCED 0	The first stage of organised instruction designed to introduce very young children to the school atmosphere. Minimum entry age of 3.
Primary education ISCED 1	Designed to provide a sound basic education in reading, writing and mathematics and a basic understanding of some other subjects. Entry age: between 5 and 7. Duration: 6 years.
Lower secondary education ISCED 2 (subcategories: 2A prepares students for continuing academic education, leading to 3A; 2B has stronger vocational focus, leading to 3B; 2C offers preparation for entering workforce)	Completes provision of basic education, usually in a more subject-oriented way with more specialist teachers. Entry follows 6 years of primary education; duration is 3 years. In some countries, the end of this level marks the end of compulsory education.
Upper secondary education ISCED 3 (subcategories: 3A prepares students for university-level education at level 5A; 3B for entry to vocationally oriented tertiary education at level 5B; 3C prepares students for workforce or for post-secondary non-tertiary education, ISCED 4)	Even stronger subject specialisation than at lower-secondary level, with teachers usually more qualified. Students typically expected to have completed 9 years of education or lower secondary schooling before entry and are generally around the age of 15 or 16.
Post-secondary non-tertiary education ISCED 4 (subcategories: 4A may prepare students for entry to tertiary education, both university-level and vocationally oriented education; 4B typically prepares students to enter the workforce)	Programmes at this level may be regarded nationally as part of upper secondary or post-secondary education, but in terms of international comparison their status is less clear cut. Programme content may not be much more advanced than in upper secondary, and is certainly lower than at tertiary level. Entry typically requires completion of an upper secondary programme. Duration usually equivalent to between 6 months and 2 years of full-time study.
Tertiary education ISCED 5 (subcategories 5A and 5B, see below)	ISCED 5 is the first stage of tertiary education (the second—ISCED 6—involves advanced research). At level 5, it is often more useful to distinguish between two subcategories: 5A, which represent longer and more theoretical programmes; and 5B, where programmes are shorter and more practically oriented. Note, though, that as tertiary education differs greatly between countries, the demarcation between these two subcategories is not always clear cut.
Tertiary-type A, university-level education ISCED 5A	"Long-stream" programmes that are theory based and aimed at preparing students for further research or to give access to highly skilled professions, such as medicine or architecture. Entry preceded by 13 years of education, students typically required to have completed upper secondary or post-secondary non-tertiary education. Duration equivalent to at least 3 years of full-time study, but 4 is more usual.
Tertiary-type B, vocationally oriented tertiary education ISCED 5B	"Short-stream" programmes that are more practically oriented or focus on the skills needed for students to directly enter specific occupations. Entry preceded by 13 years of education; students may require mastery of specific subjects studied at levels 3B or 4A. Duration equivalent to at least 2 years of full-time study, but 3 is more usual.
Advanced research programmes ISCED 6	The second stage of tertiary education. Programmes are devoted to advanced study and original research.

2. See Organisation for Economic Co-operation and Development, 2010. *Highlights from Education at a Glance 2010*, Readers' Guide. More detailed definitions and explanations of the ISCED standard are available at: http://www.oecd.org.

Mapping to ISCED

The report uses the International Standard Classification of Education (ISCED-97) to classify the highest level of education successfully completed (educational attainment) and levels of schooling (enrolment). To facilitate understanding for those who are less familiar with this classification, the following tables show the correspondence between ISCED and the more familiar terminology in Canada, according to the data source(s) used for the various indicators.

Labour Force Survey (LFS)

ISCED	LFS (educational attainment)
ISCED 0/1	• Grade 8 or lower (Quebec: Secondary II or lower)
ISCED 2	• Grade 9 - 10 (Quebec: Secondary III or IV, Newfoundland and Labrador: 1st year of secondary) • Grade 11 - 13 (Quebec: Secondary V, Newfoundland and Labrador: 2nd to 4th year of secondary) (non-graduate)
ISCED 3	• Grade 11 - 13 (Quebec: Secondary V, Newfoundland and Labrador: 2nd to 4th year of secondary) (graduate) • Some postsecondary education (non-graduate)
ISCED 4	• Trade certificate or diploma from a vocational school or apprenticeship training
ISCED 5B	• Non-university certificate or diploma from a community college, CEGEP, school of nursing, etc. • University certificate below bachelor's level
ISCED 5A/6	• Bachelor's degree • University degree or certificate above bachelor's degree

Survey of Labour and Income Dynamics (SLID)

ISCED	SLID (educational attainment)
ISCED 0/1	• Never attended school • 1 to 4 years elementary school • 5 to 8 years elementary school
ISCED 2	• 9 to 10 years elementary and secondary school • 11-13 years of elementary and secondary school (but did not graduate)
ISCED 3	• Graduated from high school • Some non-university postsecondary (no certificate) • Some university (no certificate)
ISCED 4	• Certificates or diplomas from a business or commercial school • Certificates or diplomas from a trade or vocational school
ISCED 5B	• Certificates or diplomas from a CEGEP • Certificates or diplomas from a community college or institute of applied arts and technology • University certificate below Bachelor's
ISCED 5A	• Bachelor's degree • University certificate above Bachelor's but below Master's • Master's • Degree in medicine, dentistry, veterinary medicine, optometry or first professional degree in law
ISCED 6	• Doctorate (PhD)

Postsecondary Student Information System (PSIS)

ISCED	PSIS (enrolment and graduation)
ISCED 5B	• College or CEGEP technical postsecondary program • Undergraduate level certificate or diploma • College post-diploma program
ISCED 5A	• College university transfer program (includes associate degree) • Collaborative degree program (combined college and university postsecondary program but not University transfer) • Applied degree • Bachelor's degree • First professional degree • Licence undergraduate • Licentiate or testamur • Master's qualifying year • Master's degree • University graduate-level certificate or diploma • PhD qualifying year or probationary • Internship (post-MD) • Residency (medical, dental, veterinary)
ISCED 6	• PhD • Equivalent earned doctorate • Post-doctoral program

OECD averages

As stated in the OECD's *Education at a Glance*[3]:

The OECD average is calculated as the unweighted mean of the data values of all OECD countries for which data are available or can be estimated. The OECD average therefore refers to an average of data values at the level of the national systems and can be used to answer the question of how an indicator value for a given country compares with the value for a typical or average country. It does not take into account the absolute size of the education system in each country.

The OECD average can be significantly affected by missing data. Given the relatively small number of countries, no statistical methods are used to compensate for this. When a category is not applicable in a country or when the data value is negligible for the corresponding calculation, the value zero is imputed for the purpose of calculating OECD averages. When both the numerator and the denominator of a ratio are not applicable for a certain country, this country is not included in the OECD average.

OECD member countries

The OECD member countries are: Australia, Austria, Belgium, Canada, Chile, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Israel, Italy, Japan, Korea, Luxembourg, Mexico, the Netherlands, New Zealand, Norway, Poland, Portugal, the Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Turkey, the United Kingdom, and the United States.

3. See Organisation for Economic Co-operation and Development, 2011. *Education at a Glance 2011: OECD Indicators*, Readers' Guide, available at: www.oecd.org.

Please refer to *Education at a Glance 2011: OECD Indicators*, available on the OECD's Web site @ www.oecd.org, for the latest international statistics. The international data presented in this report reflect the figures available at the time of writing; however, the OECD may have made further adjustments that could not be reflected in the OECD averages presented in this report.

Limitations

Indicators combine discrete education statistics and give them context. This report presents a selection of indicators that places Canada and the provinces/territories in an international perspective; however, it is only a partial picture of the performance of Canada, the provinces and territories. Although indicators show trends and uncover interesting questions, they cannot by themselves provide explanations or permit conclusions to be drawn. Additional research will always be required to determine the causes of problems and suggest solutions. The aim of this report is to stimulate thinking and promote debate on global education issues.

The harmonized indicators presented in this 2011 edition align with a selection of indicators from the OECD's 2011 edition of *Education at a Glance*, and they were selected based on their importance for the jurisdictions and the availability of data for Canada and its provinces and territories. The definitions and methodologies agreed upon in developing the harmonized indicators were used to produce the data for Canada and the provinces/territories, and those definitions and methodologies may differ from those used in a particular province/territory. Consequently, the numbers presented in this report may differ from those published independently by the provinces/territories.

Although the data for Canada presented in this report are, for the most part, identical to those presented by the OECD in this year's *Education at a Glance (EAG)*, there are some instances where figures may differ slightly. This is not due to differences in methodologies or in data years, but it does reflect revisions to initial figures that were provided at earlier stages through the UNESCO/OECD/Eurostat data collection (UOE) required for *EAG*.

Because certain methodological adjustments may have been made in some cases, or because certain data used in the calculations for indicators may have been revised, it is preferable to avoid comparing, for any given indicator, the results presented in this report with those presented in the previous edition.

The OECD and other international organizations provide detailed guidelines and definitions to help member countries complete the complex data collection templates in order to achieve the highest possible level of comparability. However, the countries must best apply these guidelines to their own data. Depending on the degree to which national concepts match these guidelines and to which national classifications of education map adequately to ISCED, the comparability may be affected. The international data presented in this report reflect the figures available at the time of writing; however, the OECD may have made further adjustments that could not be reflected here. For more detailed information on the latest international statistics, please refer to the OECD's Web site for the *EAG*: www.oecd.org.

Squared brackets [ ] are used in some tables when the data cannot be disaggregated to conform with the presentation of the ISCED classification categories. When a number appears in brackets, this indicates that the data for that category/column are actually included in the data in another category/column of the table. For example, a [5] appearing in Column 3 signals that the data required for Column 3 are, in this case, captured along with the data presented in Column 5.

Chapter A

The output of educational institutions and the impact of learning

A1

Educational attainment of the adult population

Context

This indicator provides a profile of the educational attainment of the adult population aged 25 to 64. A large proportion of people in this age range have completed their formal education; therefore, this indicator provides information on skills and knowledge that members of a defined population possess. Data are presented by age group, indicating the distribution of educational attainment within this population. Educational attainment reflects the highest level of education successfully completed, based on the International Standard Classification of Education (ISCED) categories.[4]

Education helps give individuals the tools they need to participate in social and economic life and is key to the social and economic well-being of a country. The educational attainment of individuals in the labour force also influences the competitiveness of economies and the prosperity of societies. Variations in attainment over time reflect differences in access to education, and indicate the evolution of knowledge available to a society.

The distribution of educational attainment across Canada should not be considered as reflecting too closely the output of the various provincial/territorial education systems, as many other factors come into play. Among those factors, one could highlight differences in labour market and economic situations, the relative magnitude of international and interprovincial migrations, and the overall mobility of students and workers through provincial and territorial borders.

Observations

Educational attainment in Canada

In Canada, 2009 figures for highest level of education attained indicate that about half of individuals aged 25 to 64 had successfully completed a program of tertiary education. Under "tertiary education," which corresponds to college and university in Canada, the level of attainment at ISCED 5B or ISCED 5A/6 was 24% and 25%, respectively (Table A.1.1). An estimated 12% had "postsecondary non-tertiary education"; this includes certificates or diplomas from vocational schools or apprenticeship training. Just over one-quarter (26%) of people in this age range had

4. Please see the "ISCED classifications and descriptions" section in this report's Notes to readers for brief descriptions of the ISCED categories.

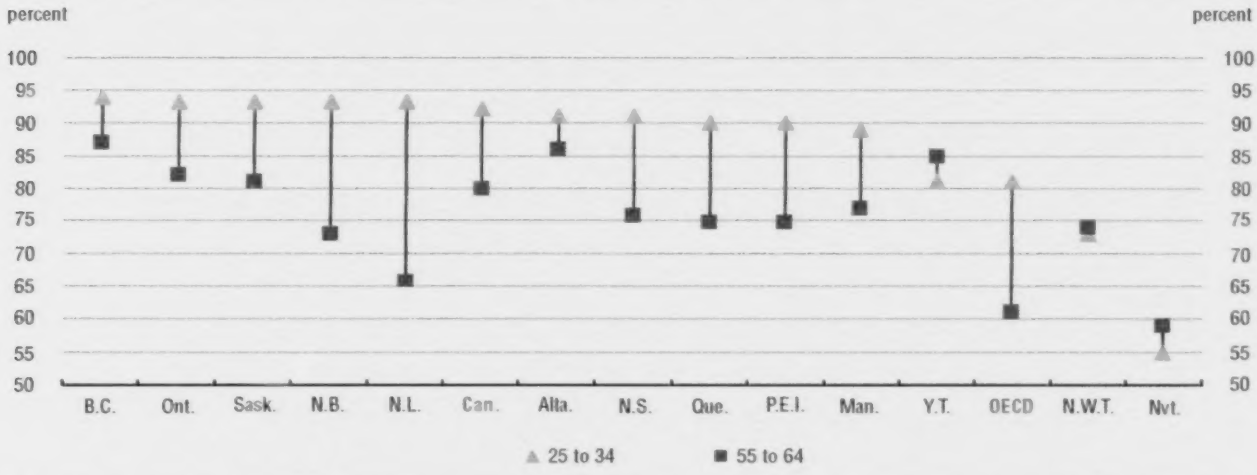
an "upper secondary education" as their highest level of attainment; this represents the equivalent of secondary school completion. It is not surprising that the proportion with less than high school completion (ISCED 2) was low (9%), and the figure for those with Grade 8 or less (ISCED 0/1) as their highest level of education, even lower (4%). This overall portrait of the highest level of education attained, or educational attainment, among Canada's 25- to 64-year-old population in 2009, is based on data from Statistics Canada's Labour Force Survey (LFS).

Completion of secondary school or higher

A large majority (88%) of Canadians aged 25 to 64 had attained at least upper secondary education in 2009 (Table A.1.2). As expected, the highest proportion of individuals who had completed their education at this stage (92%) was recorded for the youngest age group, those aged 25 to 34. Among the adults aged 35 to 44 and 45 to 54, 91% and 87%, respectively, had at least secondary school completion. The figure for those in the oldest group in the range, 55- to 64-year-olds, was 80%. Although still high, the contrast with the younger age group does indicate a gap between generations in Canada: 12 percentage points (Chart A.1.1).

Chart A.1.1

Population that has attained at least upper secondary education, by age group, 2009



Source: Table A.1.2.

Internationally, an overall comparison of educational attainment for the youngest (aged 25 to 34) and oldest (55 to 64) adult groups also reveals a higher proportion of secondary graduates among the younger generation, yet the gap is larger: 20 percentage points for the OECD average (Table A.1.2). Data from the OECD also reveal that several countries (Korea, Chile, Ireland, Greece, Portugal, Spain, Italy, Belgium, France, Australia, Finland, Turkey, Mexico, Netherlands and Slovenia), posted intergenerational differences of 20 percentage points or more in 2009, while the gap was more modest (below 10 percentage points) in countries such as Czech Republic, Switzerland, Norway, Germany and Estonia. There was little difference between the two age groups in the United States.[5] The fairly modest 12-percentage-point difference

5. The international data presented in this report reflect the figures available from the OECD at the time of writing; however, the OECD may have made further final adjustments. For more detailed information on the latest international statistics, please refer to *Education at a Glance 2011: OECD Indicators*, available on the OECD's Web site: www.oecd.org.

in Canada indicates that relatively higher stages of attainment had already been successfully achieved by the older generations. In fact, with 88% of its 25- to 64-year-olds having attained at least secondary school graduation in 2009, Canada, along with Poland, placed fifth among OECD countries, just behind the Czech Republic and the Slovak Republic (91%), and Estonia and the United States (89%).

There were relatively small differences between provinces in the proportion of adults aged 25 to 34 with at least a secondary school diploma; figures ranged from 89% in Manitoba to 94% in British Columbia (Table A.1.2). But the gap between the 25-to-34 and 55-to-64 age groups reveals greater provincial differences. This is certainly the case in Newfoundland and Labrador, which registered a difference of 27 percentage points. The large majority of provinces recorded differences between 10 and 20 percentage points, while Alberta and British Columbia revealed differences of less than 10 percentage points (Chart A.1.1). In the territories, however, the differences between the 25-to-34 and 55-to-64 age groups were small.[6]

Beyond secondary school completion

There are three categories of postsecondary attainment under "tertiary education" in the ISCED classification system (see "ISCED classifications and descriptions" in *Notes to readers*): ISCED 5B (also known as tertiary-type B), ISCED 5A (tertiary-type A), and ISCED 6 (advanced research programs). In Canada, *tertiary-type B* includes non-university certificates or diplomas from community colleges, CEGEPs or schools of nursing, as well as university certificates below the bachelor's level; *tertiary-type A* refers to bachelor and master's degrees and other university degrees or certificates above a bachelor's degree (but below a doctorate); and *advanced research programs* include doctorates and post-doctoral programmes. Due to some LFS limitations, ISCED 5A and 6 cannot be disentangled in Canada and the proportion recorded for tertiary-type B programs may be somewhat overestimated (see the "Definitions, sources and methodology" for this indicator).

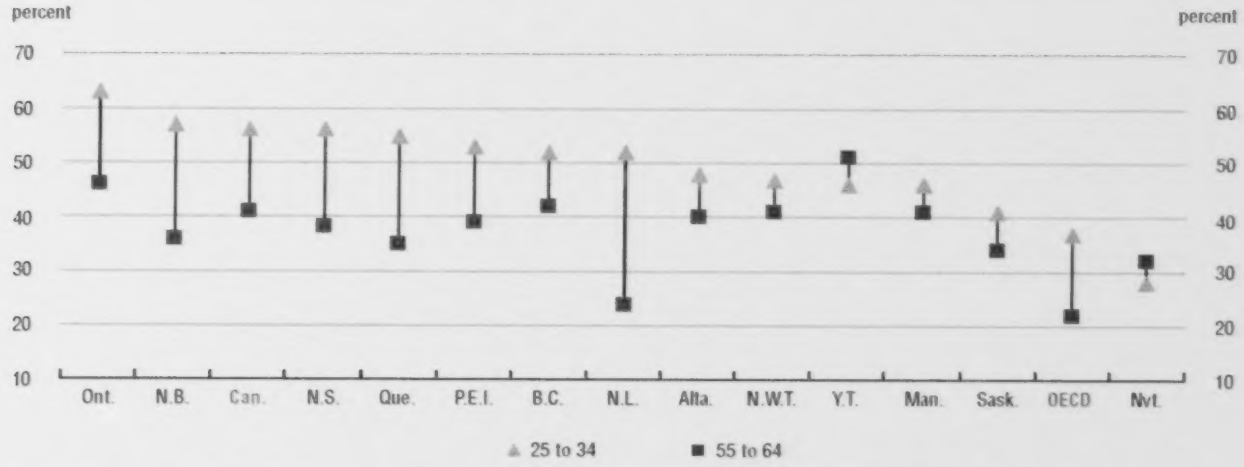
In Canada in 2009, half of adults aged 25 to 64 (50%) had completed some type of tertiary education (Table A.1.3). This proportion varies by age group, from 41% for 55- to 64-year-olds to 56% for the 25- to 34-year-olds and 35- to 44-year-olds, indicating a 15-percentage-point difference between generations (Chart A.1.2). The differences between the older and younger groups were fairly large in most jurisdictions, except for Alberta, Saskatchewan, Northwest Territories and Manitoba, which all recorded differences of less than 10 percentage points. There was little difference between generations in terms of tertiary attainment in Nunavut and Yukon.

One-quarter (24%) of individuals aged 25 to 64 in Canada had completed tertiary-type B programs, far greater than the average of 10% reported by the OECD (Chart A.1.3). Even if somewhat overestimated, the proportion of 25- to 64-year-olds observed for Canada nevertheless reveals the country's strength in delivering tertiary-type B programmes, one not seen in most other OECD countries. By contrast, the corresponding international figure for tertiary-type A/advanced research programmes was 21%, which compares with 25% in Canada.

6. In the territories, caution should be exercised when interpreting the differences between age groups at a given level of educational attainment. The proportions for the different age groups are based on estimates for relatively small populations and are thus associated with larger variability.

Chart A.1.2

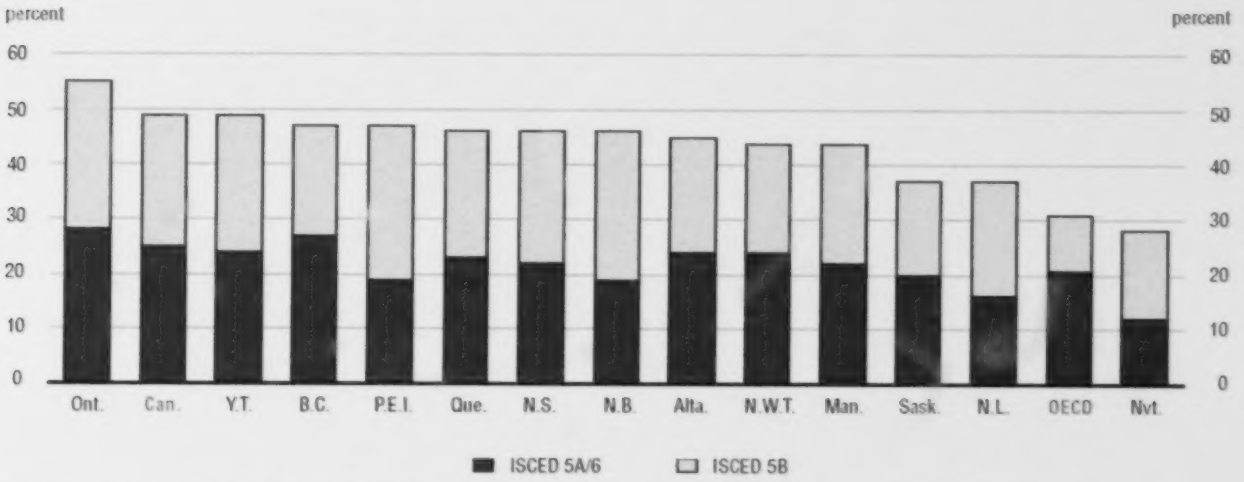
Population that has attained at least tertiary education, by age group, 2009



Source: Table A.1.3.

Chart A.1.3

Proportion of the 25- to 64-year-old population with tertiary-type B (ISCED 5B) and tertiary-type A or advanced research programmes (ISCED 5A/6) education, 2009



Source: Table A.1.3.

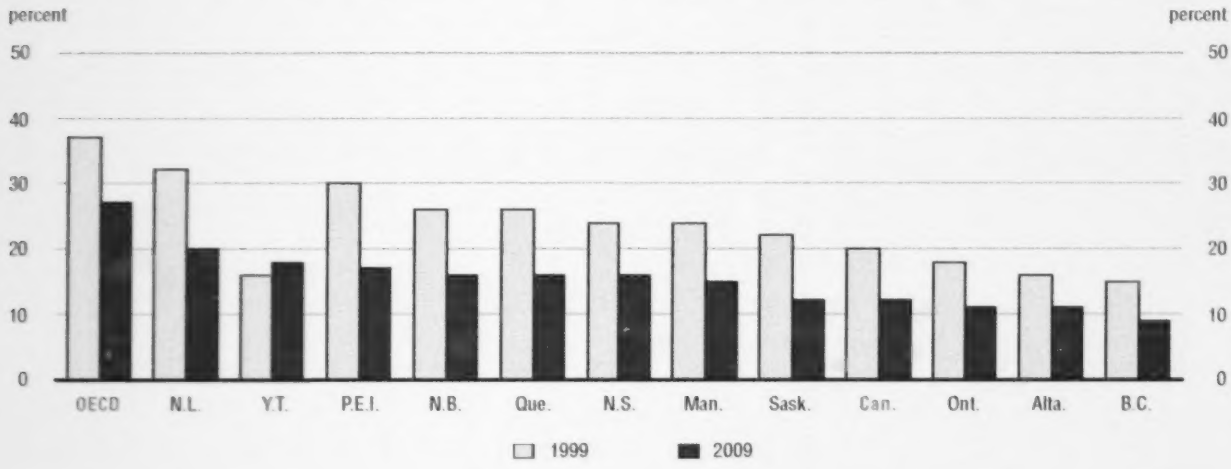
Attainment at the tertiary-type B level was quite strong in the provinces and territories, ranging from 16% in Nunavut to 28% in Prince Edward Island. For tertiary-type A/advanced research programmes, the proportions ranged from 12% in Nunavut to 28% in Ontario.

Trends in educational attainment

Between 1999 and 2009, the proportion of adults aged 25 to 64 with less than secondary school completion decreased from 20% to 12% in Canada, with a slight drop from year to year (Table A.1.4; Chart A.1.4.1). Such steady declines for "below upper secondary" attainment are mirrored in the provinces as well as on average for the OECD countries.

Chart A.1.4.1

Proportion of the 25- to 64-year-old population with below upper secondary education, 1999 and 2009



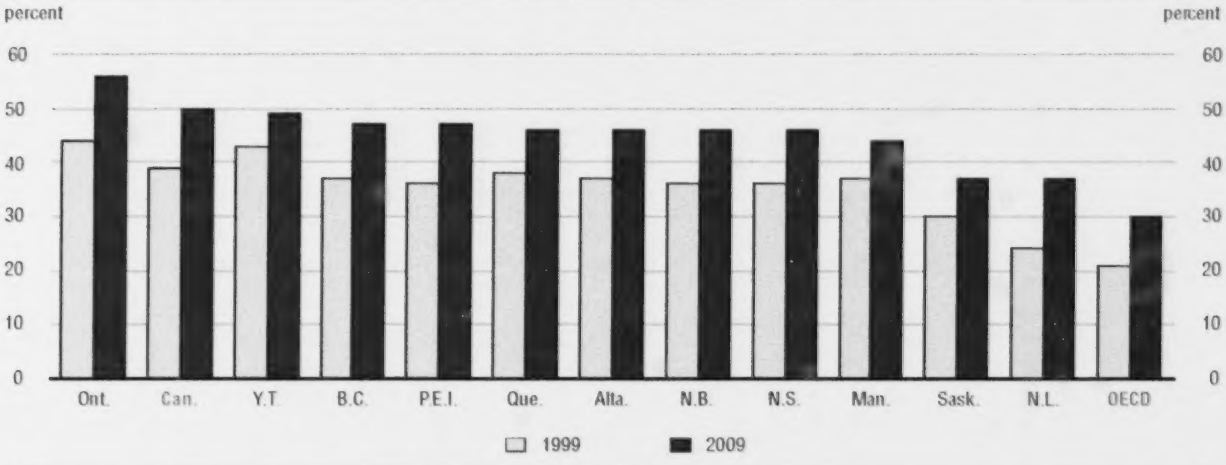
Source: Table A.1.4.

The proportion of 25- to 64-year-olds with upper secondary/postsecondary non-tertiary attainment in Canada declined from 40% in 1999 to 38% in 2009 (Table A.1.4). Overall, however, the 10-year trend shows little variation, with slight ups and downs for most of the provinces, except Ontario, where this proportion declined from 38% in 1999 to 33% in 2009.

There was an overall rise in the proportions of individuals aged 25 to 64 who had completed their education at one of the tertiary levels (type-B or type-A/advanced research programmes). For Canada, the proportion of individuals in this group rose 11 percentage points between 1999 and 2009: 39% to 50% (Table A.1.4; Chart A.1.4.2). The comparable OECD averages were 21% and 30%, respectively.

Chart A.1.4.2

Proportion of the 25- to 64-year-old population with tertiary education, 1999 and 2009



Source: Table A.1.4.

Definitions, sources and methodology

This indicator examines the educational attainment of different age groups among Canada's adult population aged 25 to 64. It presents a portrait of the situation in 2009, but also shows the evolution over the past decade.

The percentage of the population represented by a given age group that has attained a particular education level is obtained by taking the number of persons in this age group who have received a diploma attesting to that level, dividing it by the total number of persons in this same age group, and then multiplying by 100.

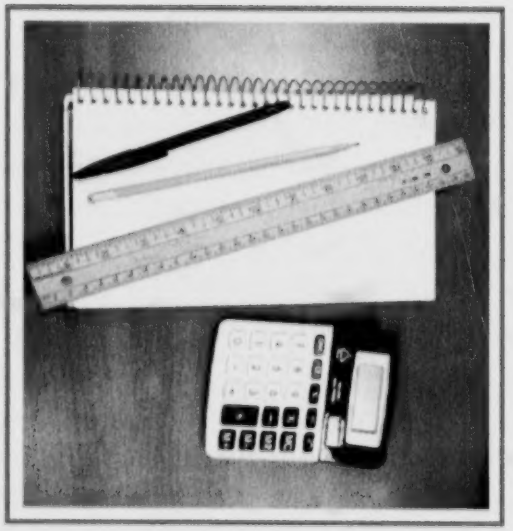
The education level corresponds to the highest level of education an individual has attained. The designation of the different levels of schooling is based on the International Standard Classification of Education (ISCED-97) (see the "ISCED classifications and descriptions" and the "Mapping to ISCED" section for the LFS in **Notes to readers**). An individual must have successfully completed a programme at a given ISCED level to be considered as having attained that level of education. An individual who has not successfully completed a programme is assigned the preceding education level. For example, a secondary school graduate is considered to have attained ISCED level 3; a student who has not successfully completed secondary school, ISCED level 2.

The information presented for Canada on population and educational attainment is based on recent data from the Labour Force Survey (LFS), a monthly survey of approximately 54,000 households. The LFS seeks to obtain a detailed and timely picture of the population aged 15 or older throughout the country. It allows proxy reporting, meaning that information on the entire household can be collected from a single member of the household. In all, this type of reporting accounts for approximately 65% of all information collected. Figures from the Organisation for Economic Co-operation and Development (OECD) are those reported by the OECD, and are drawn from OECD and Eurostat databases of the OECD, as compiled from national labour force surveys or registers.

Some limitations are encountered when using LFS data to examine and categorize educational attainment using ISCED as it is not possible to make a precise delineation between "postsecondary non-tertiary education" and "tertiary-type B education programmes." LFS data reported for the Canadian population that has attained ISCED level 5B will be somewhat overestimated because this category includes, for example, some CEGEP or college university transfer program graduates who, under the international classification standards, would have been placed in ISCED level 4.

In Statistics Canada's LFS, advanced research qualifications (doctorates), educational attainment at ISCED 6, cannot be identified separately; therefore, educational attainment in the ISCED 5A and 6 categories must be counted together.

Note: The corresponding OECD indicator is A1, *To what level have adults studied?*.



A2

Upper secondary graduation

Context

This indicator presents upper secondary school graduation rates. Graduation rates are often seen as a measure of student achievement. A comparison of overall rates gives some information about the extent to which school systems are succeeding in providing students with what is universally recognized as an important educational milestone. Presenting rates by sex reveals any gender differences, which can signal whether those systems are meeting the needs of both male and female students. The graduation rate of the population under 25 years of age is also presented, which is useful in assessing how education systems can help older adults obtain a high school diploma.

Upper secondary graduation is the foundation for further education, and it has become the norm for most students. Historically, males had been much more likely to graduate from secondary school; however, that pattern has been reversed for many years in Canada and almost all other OECD member countries. Whether male or female, the value of graduating from high school also extends beyond the academic qualification by giving individuals what is now widely considered the minimum requirement for entry into the labour market.

A new dimension has been added to this indicator: the adjusted successful completion of upper secondary programmes based on a synthetic cohort for public schools (in accordance with the Elementary-Secondary Education Survey [ESES] data collection). This was recently developed for Canada, as well as for its provinces and territories. To a certain extent, this indicator reveals the effectiveness of Canada's various public education systems in producing graduates within the three-year period typically covered by upper secondary education (on-time graduation).

Observations

Upper secondary graduation rates

Canada's upper secondary graduation rate was 79% in 2008, according to the most recent data available for the country's provinces and territories (Table A.2.1). The majority of other OECD member countries also reported graduation rates above 70%, and the latest OECD average (2009) was 82%. In the United States, the upper secondary graduation rate was 76%, while the rate recorded for the United Kingdom (92%) was notably higher compared with both North American countries.[7] Upper

7. The international data presented in this report reflect the figures available from the OECD at the time of writing; however, the OECD may have made further final adjustments. For more detailed information on the latest international statistics, please refer to *Education at a Glance 2011: OECD Indicators*, available on the OECD's Web site: www.oecd.org.

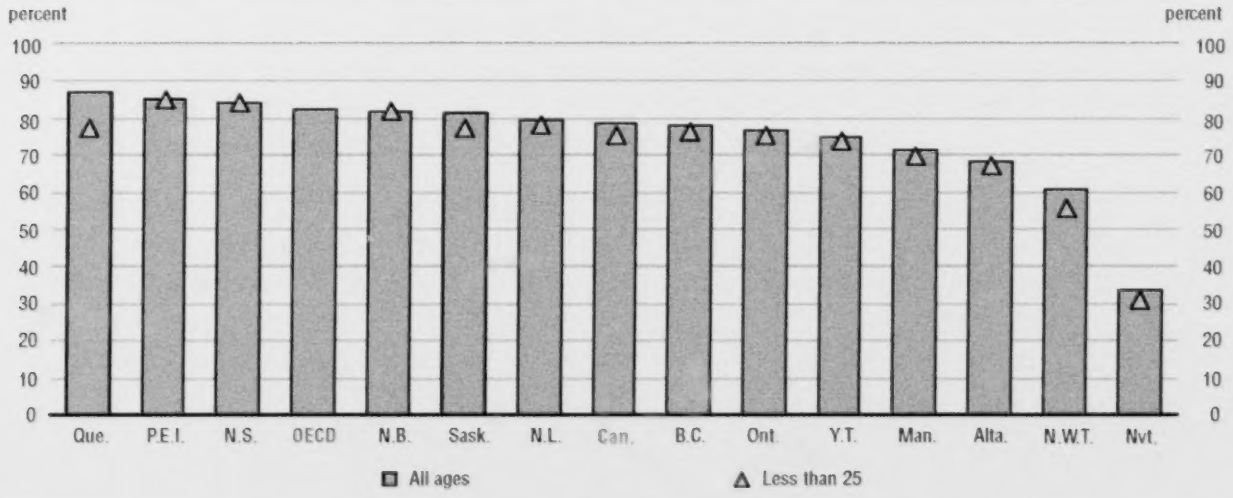
secondary graduation rates for 2008 varied widely across the Canadian provinces, with figures ranging from 68% for Alberta up to 87% for Quebec. Except for Saskatchewan (81%), all western provinces, along with Ontario, presented graduation rates below Canada's national average of 79%. This was also the case in the territories, with graduation rates of 33% in Nunavut, 61% in the Northwest Territories and 75% in Yukon.

Graduation rates for the population younger than 25

In Canada, the upper secondary graduation rate for the population younger than 25 years of age was 75% in 2008 (Table A.2.1; Chart A.2.1). But high school graduation may happen past the age of 25 for a small proportion of the population. The proportion of these older graduates varied from province to province in 2008, and was largest in Quebec, Saskatchewan and the Northwest Territories. The phenomenon is fairly important in Quebec, where 10% of the upper secondary graduates obtained their diploma after the age of 25. This may relate to the large number of graduates from pre-vocational and vocational programmes reported by this province in 2008, as graduates from these programmes are generally older than those from the general programmes. Several OECD countries also had upper secondary graduation rates of around 10% for those aged 25 or older; namely, Norway (14%), New Zealand (13%), Finland (11%) and Denmark (10%).

Chart A.2.1

Upper secondary graduation rates, all ages and less than 25 years of age, 2008



Note: The most recent data available for Canada and jurisdictions are for 2008, reflecting reports for the 2007/2008 academic year.
Source: Table A.2.1.

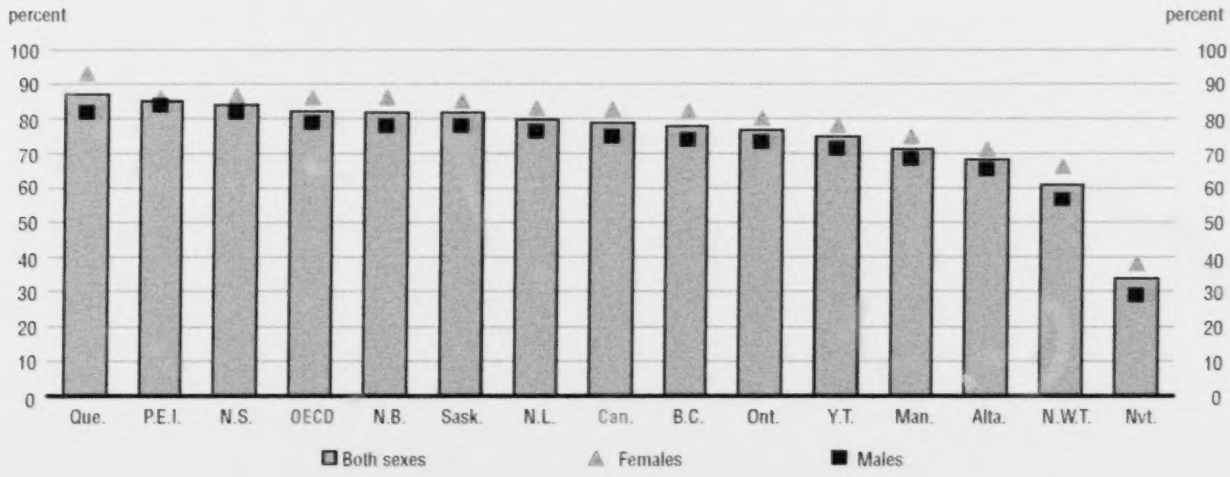
Rates higher for females

In Canada, the upper secondary graduation rate for females was 83% in 2008; the rate for males, 75%—a relatively large gender gap of 8 percentage points (Table A.2.1; Chart A.2.2). According to the latest figures provided by the OECD, the comparable average international rates were 86% and 79%, respectively, revealing a female-male gap of 7 percentage points. The upper secondary graduation rates for females were higher than those for males in most OECD member countries for which comparable

data were available. A few OECD countries (Germany, Japan and Korea) had relatively small gender gaps, revealing a more balanced situation.

Chart A.2.2

Upper secondary graduation rates, by sex, 2008



Note: The most recent data available for Canada and jurisdictions are for 2008, reflecting reports for the 2007/2008 academic year.
Source: Table A.2.1.

Without exception, the female upper secondary graduation rates exceeded those for males in the provinces and territories (Table A.2.1; Chart A.2.2). Most provinces had a female graduation rate of 80% or greater. Only Manitoba (75%), Alberta (71%) and the three territories had lower rates among women. Two provinces matched Canada's average female-male gap of 8 percentage points: New Brunswick and British Columbia. While the differences between the female and male upper secondary graduation rates were between 5 to 9 percentage points in Nova Scotia, Alberta, Newfoundland and Labrador, Ontario, Manitoba, Saskatchewan, Yukon, and Nunavut, the gender differences were 10 percentage points or more in Quebec and the Northwest Territories. The smallest percentage-point difference was in Prince Edward Island (2 percentage points).

Rates by programme

In 2008, the total upper secondary graduation rates for virtually all provinces and territories—Quebec was the exception—reflect graduations from general programmes in high schools (Table A.2.1). Quebec was the only province to report such large proportion of graduates from pre-vocational and vocational programmes, recording a rate of 13% for both sexes in 2008. The Canada-level graduation rate for these programmes (3%) was thus almost entirely determined by Quebec's unique and rather extensive vocational sector. While the female graduation rates for general programmes exceeded those for males across the entire country in 2008, Quebec's rates in the pre-vocational/vocational sector were higher for males: 15% versus 11% for females. Higher graduation rates obtained for males compared with females in the pre-vocational/vocational sector may, however, only be a reflection of gender inequalities in enrolment within such programmes. Graduates from the pre-vocational and vocational

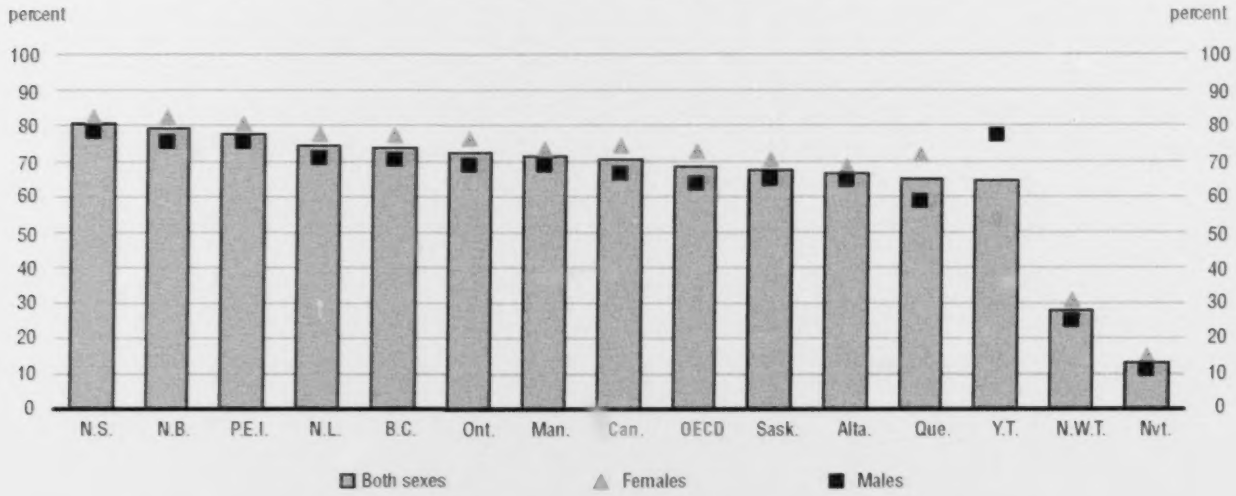
programmes in Quebec were also older: only 41% of these graduates were less than 25 years of age. This type of situation is also seen in Australia (49%), Finland (53%), New Zealand (38%) and Iceland (58%).

Successful completion of upper secondary programmes in public schools

The majority of pupils who start upper secondary education complete the programmes they enter in the three-year period typically covered by upper secondary education (i.e., on-time graduation).[8] In Canada in 2008, the successful completion in public schools was 70%, slightly higher than the average of 68% for the OECD countries that were able to provide the appropriate data (Table A.2.2; Chart A.2.3). The proportion of students who completed their education in the expected time varied considerably among the provinces and territories: from 13% in Nunavut to over 75% in Prince Edward Island (78%), Nova Scotia (80%) and New Brunswick (79%). Newfoundland and Labrador, Ontario, Manitoba and British Columbia also recorded rates higher than the national average of 70%, while the reverse could be observed for Quebec,[9] Alberta, Saskatchewan and the three territories.

Chart A.2.3

Successful completion of upper secondary programmes, 16- to 19-year-olds, by sex, Canada and jurisdictions, 2008



Note: 15- to 18-year-olds in Quebec. The most recent data available for Canada and jurisdictions are for 2008, reflecting reports for the 2007/2008 academic year.

Source: Table A.2.2.

8. The "proxy cohort" methodology used to produce the successful completion of upper secondary programmes for Canada and the provinces/territories may differ from that used in a particular province/territory; consequently, the numbers in this report may differ slightly from those published by the provinces/territories—using true cohort data when available.

9. Given the importance of enrolment and graduation from private schools in Quebec, the results presented in this report may be underestimating the actual proportion of successful completion of upper secondary programmes in this province. In Quebec, 22% of all secondary school graduates obtain their credentials through a private school. Using enrolment and graduation estimates for this province, the successful completion of upper secondary programmes combining both public and private schools increased from 65% to 70%, slightly higher than the average of 68% for the OECD countries that were able to provide the appropriate data, and at the same level as the Canada-level average of 70%.

The successful completion of upper secondary programmes was generally higher for females than for their male counterparts for all Canadian provinces and territories, except Yukon (Table A.2.2; Chart A.2.3). Differences of more than 7 percentage points between the successful completion of females compared with males were recorded in Quebec (13 percentage points) and Ontario (8 percentage points). By contrast, differences of about 4 percentage points were observed in Nova Scotia, Manitoba, Alberta and Nunavut.

When compared with graduation rates for upper secondary graduation, the generally lower successful completion of upper secondary programmes seem to suggest that, for some provinces and territories in particular, the process that leads to obtaining a high school diploma takes place over a longer period of time than the three-year period used to calculate this indicator. This was the case for the Northwest Territories, where a difference of 33 percentage points between the two rates is seen for 2008, followed by Quebec (22 percentage points), Nunavut (20 percentage points), Saskatchewan (14 percentage points) and Yukon (10 percentage points) (data not shown). All other provinces and territories presented differences ranging from less than 1 percentage point in Manitoba to about 7 percentage points in Prince Edward Island. A similar methodology, but applied to real cohort data—as is done in many OECD countries—would allow calculation of the impact of student pathways over a longer period of time than the theoretical length of the study cycle.

These findings are not surprising given that, as noted earlier in this section, higher upper secondary graduation rates after the age of 25 had been observed in some of these provinces and territories in 2008: Quebec, Saskatchewan and the Northwest Territories.

Definitions, sources and methodology

This indicator presents *net* upper secondary graduation rates with and without duplication, according to programme destination, programme orientation, and sex. It also presents successful completion of upper secondary programmes of a proxy cohort in public schools.

Net upper secondary graduation rates

These rates are an estimation of the probability that an individual will graduate from high school during his or her lifetime, assuming that current conditions related to graduation all remain the same.[10]

Net upper secondary graduation rates are the sum of graduation rates by age, and the latter are obtained by dividing graduates of a specific age by the population of the corresponding specific age.[11] *Rates with duplication* count the number of diplomas awarded in a year, while *rates without duplication* only count individuals who had obtained, during a given year, a diploma at this level for the first time. In general, a graduate of upper secondary education is considered to have successfully completed the last year of education at this level, regardless of his or her age.

10. The methodology used to produce the numbers for Canada and the provinces/territories may differ from that used in a particular province/territory; consequently, the numbers in this report may differ slightly from those published by the provinces/territories.

11. This methodology differs from the one used in the previous two editions of this report. In 2009 and 2010, this indicator was computed according to the "gross" method, which divides the number of all graduates, regardless of age, by the population at typical age of graduation (determined to be between age 17 and 18).

All data for Canada reflect the 2007/2008 school year; the OECD averages, 2008/2009. Information for Canada was drawn from the Elementary-Secondary Education Survey (ESES), an administrative survey that collects data for public educational institutions from the provincial and territorial ministries/departments of education.[12] To ensure comparability with other OECD countries, Statistics Canada estimated, for all provinces and territories except Quebec (the actual data submitted by Quebec for 2007/2008 were used), the number of graduates of private schools using the most recent data available for this sector (enrolments in Grade 12 in 1999/2000). The number of private school graduates obtained this way was then added, along with the number of graduates from Indian band schools (these data were obtained from the Department of Indian and Northern Affairs Canada), to the number of public school graduates and included in the calculation of the secondary graduation rates presented.

Successful completion of upper secondary programmes in public schools

A new adjusted proxy cohort successful completion of upper secondary programmes has been developed for public schools (as per the scope of the ESES data collection) for Canada and the jurisdictions. It was calculated by dividing the number of 16- to 19-year-old (15- to 18-year-olds in Quebec) graduates in 2007/2008 by the number of Grade 10 (3e secondaire in Quebec) enrolments recorded three years earlier (i.e., in 2005/2006). This ratio has been adjusted to take into account deaths and interprovincial and international migration factors.

The adjustment factor is generated by dividing the 14- to 15-year-old population in 2005 (which represents the Grade 10 students) by the 17- to 18-year-old population in 2008 (which represents the Grade 10 students who graduated three years later). For Canada, where there is more in-migration than out-migration, the adjustment factor is below 100%. If this adjustment is not made, the inclusion of recent in-migrants who were not part of the original Grade 10 cohort would result in an overestimation of the number of graduates that were part of the original universe (the 2005 Grade 10 enrolments). This adjustment implicitly assumes that graduation rates of recent immigrants are identical to graduation rates of those in the original cohort.

Other possible flows in and out of the public school system between enrolment in Grade 10 and graduation at the end of Grade 12 may exist; for example, movement between public and private schools. Such possibilities could not be taken into consideration, however, as the appropriate data that would be needed to estimate such flows are not available at this time.

International data collection

The international figures used by the OECD are obtained from the UOE collection of statistical data on education, carried out jointly by three international organizations (UNESCO, the OECD, and Eurostat), and conducted in 2010 by the OECD.

Note: The corresponding OECD indicator is A2, *How many students finish secondary education?*.

12. Data on graduations from some secondary programs are not uniformly available across the provinces/territories, and general education development (GED) credentials, adult basic upgrading and education, and graduation from adult school, which take place outside regular secondary school programs, are, in most instances, not included.

A3

Tertiary graduation

Context

This indicator presents information on graduation rates for tertiary educational programmes according to the International Standard Classification of Education (ISCED) categories.[13] Countries in which tertiary graduation rates are high are more likely either to have or to further develop a highly skilled workforce. This indicator relates individuals of a specific age who obtain tertiary credentials in a reference year to the population for that age (see "Definitions, sources and methodology").

For ISCED 5B and 5A programmes, total first-time graduation rates are also presented by sex and examined in terms of the contribution to these rates of graduates younger (and older) than age 30. Examining the contribution of older students (defined by the Organisation of Economic Co-operation and Development as those older than 30 years of age) to graduation rates can provide information on the adaptability of the workforce to changing economic conditions and skills requirements, as well as an indication of the varied types of students that postsecondary institutions are striving to serve and support.

As tertiary graduation rates are affected by the number of international students who graduate from these programmes, two corresponding measures are presented for each category of tertiary education; one that captures all graduates and one that excludes international graduates. International students who complete a tertiary programme can inflate, to varying degrees, their host's graduation rate as they are counted as graduates, but not as part of the population.[14]

Tertiary graduation rates depend on student demand for postsecondary education, access to programmes and their structure, the different requirements for graduation, and the level of qualification required in the labour market. These rates may also be influenced by economic conditions when secondary graduates choose to defer postsecondary education to take advantage of employment opportunities.

13. Please see the "ISCED classifications and descriptions" section in this report's Notes to readers for brief descriptions of the ISCED categories.
14. Please see Indicator C1 in this report, which focuses on the relative importance of international students in the student population.

Observations

5B and 5A, first-time graduations

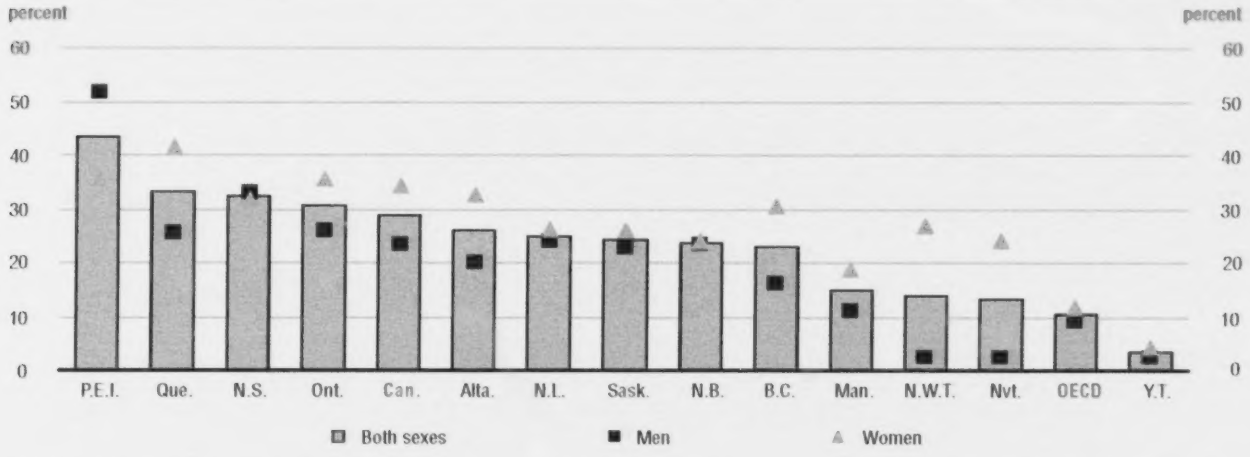
In Canada, the ISCED 5B graduation rate, which includes only first-time graduates, was 28.8% in 2008—the most recent available data for this sector in Canada[15] (Table A.3.1; Chart A.3.1).[16] This overall rate for Canada far exceeds the latest comparable average available from the Organisation for Economic Co-operation and Development (OECD) for its member countries, estimated at 10.4% for 2009.[17] This wide gap clearly indicates the strength of the tertiary-type B education sector in Canada, one seen in only a few of its fellow OECD countries (Slovenia, 26.5%; Japan, 26.2%; Ireland, 25.6%; New Zealand, 24.0%). It also partly explains why Canada's first-time graduation rate for ISCED 5A (tertiary-type A)[18] programmes may, at first glance, seem low in an international context. In 2008, Canada's average graduation rate for tertiary-type A was 36.9%, 2 percentage points lower than the most recent average of 38.6% registered by the OECD for 2009 (Table A.3.1; Chart A.3.2). This is not actually low, however, when taking into account the entire tertiary sector in Canada, where many postsecondary students choose to pursue tertiary-type B programmes. By contrast, in most OECD countries, students would be far less likely to have access to such programmes and would therefore pursue tertiary-type A (university) programmes. However, it is also important to note that most of the countries with relatively high graduation rates at ISCED 5B also have first-time graduation rates at ISCED 5A that are higher than both the Canada-level and OECD averages. This suggests that while tertiary graduation rates have been historically high in Canada, other countries are acting on the recognition of the importance of tertiary education.

These overall first-time graduation rates for ISCED 5B and 5A varied across the country. For tertiary-type B programmes, graduation rates were above the national average in Prince Edward Island (43.4%), Quebec (33.4%), Nova Scotia (32.4%), and Ontario (30.8%) (Table A.3.1; Chart A.3.1). In Manitoba (14.9%), the Northwest Territories (13.9%), Nunavut (13.3%), and Yukon (3.5%), graduation rates were half the average for Canada, or less.

15. This category includes students who graduated for the first time from a typical community college program, a technical CEGEP program, or those who obtained, always for the first time, an undergraduate level certificate or diploma (more details are available in this indicator's "Definitions, sources and methodology" section, as well as under "Mapping to ISCED" for the "Postsecondary Student Information System (PSIS)" in the Notes to readers section of this report).
16. Due to early cut off dates for submission of data to the OECD, the figures for Canada presented in this report are not the same as those published in the OECD's *Education at a Glance 2011: OECD Indicators*. The figures presented in this report represent the most recent available.
17. The international data presented in this report reflect the figures available from the OECD at the time of writing; however, the OECD may have made further final adjustments that could not be reflected here. For more detailed information on the latest international statistics, please refer to *Education at a Glance 2011: OECD Indicators*, available on the OECD's Web site: www.oecd.org.
18. This category includes students who obtained a bachelor's degree for the first time (more details are available in this indicator's "Definitions, sources and methodology" section, as well as under "Mapping to ISCED" for the "Postsecondary Student Information System (PSIS)" in the Notes to readers section of this report).

Chart A.3.1

Tertiary-type B graduation rates (first-time graduation), by sex, 2008

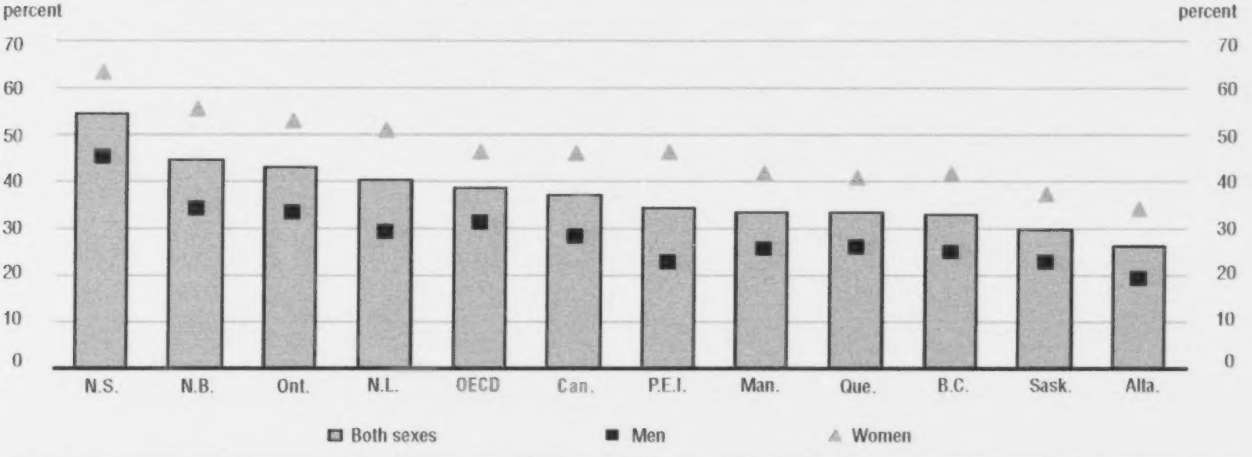


Source: Table A.3.1.

With 54.5%, Nova Scotia had an especially high tertiary-type A rate, due in part to its large capacity relative to its population and many out-of-province students (Table A.3.1; Chart A.3.2). New Brunswick (44.4%), Ontario (42.9%), and Newfoundland and Labrador (40.3%) were the other provinces to exceed the 36.9% Canada average for ISCED 5A programmes. There are no programmes at this level in the territories,[19] and figures for the remaining provinces were all below the Canadian average, with rates ranging from 26.4% in Alberta to 34.4% in Prince Edward Island.

Chart A.3.2

Tertiary-type A graduation rates (first-time graduation), by sex, 2008



Source: Table A.3.1.

19. Although residents of the territories do go to other provinces to pursue university studies, they are not reflected in these graduation rates as these rates capture graduates based on their province of study.

Gender gaps

Overall in Canada, the estimated first time graduation rate for women in ISCED 5B programmes (34.4%) was higher than that for men (23.5%)—a rather sizeable gender gap of 11 percentage points (Table A.3.1; Chart A.3.1). The rates for tertiary-type A (45.8% for women versus 28.3% for men) reveal an even larger gap between the sexes: 18 percentage points (Chart A.3.2).[20] The comparable OECD estimates for 2009 also reveal higher graduation rates for women overall. The average graduation rates for ISCED 5B programmes were 11.9% for women, compared with 9.1% for men. For ISCED 5A, the rates were 46.5% and 31.0%.

Across the provinces, the tertiary-type A graduation rates for women were, without exception, above those for men (Chart A.3.2). This was also generally the case in ISCED 5B programmes, although there were some exceptions where the graduation rates for men were higher (Prince Edward Island and Nova Scotia) or similar to those for women (New Brunswick and the Yukon) (Chart A.3.1).

Age profile of graduates

In an international context, the OECD considers graduates younger than 30 years of age to be within the typical age for tertiary graduation. In 2008, the tertiary-type B graduation rate among individuals in this age band was 22.2% for Canada as a whole (Table A.3.1). Graduation rates for the population younger than 30 thereby accounted for around three-quarters (77%) of the total graduation rate for these programmes. Conversely, this means that students who are considered to be outside the typical graduation age accounted for close to one-quarter (23%) of the total graduation rate.

Compared with the Canada average, graduates older than the typical age of graduation had a higher impact on college graduation rates in British Columbia, Quebec, Manitoba, the Northwest Territories, Saskatchewan, and Nunavut, where they accounted for over one-quarter of the total graduation rate (Table A.3.1). The largest impact was in British Columbia and Quebec; in these provinces, older graduates accounted for one-third of total graduation rates.

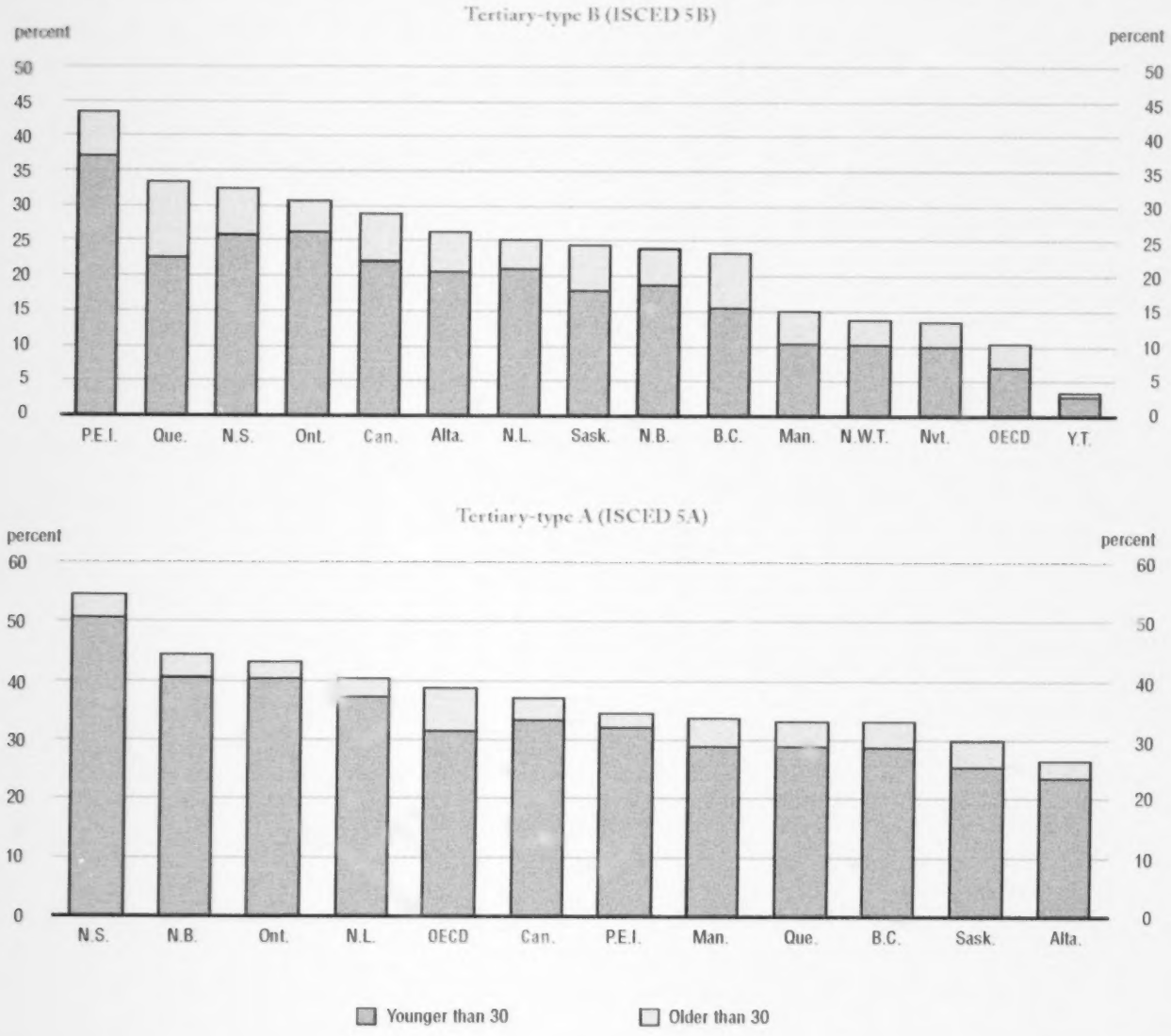
The proportion of graduates who completed ISCED 5A programmes outside the typical age of graduation is relatively smaller than in ISCED 5B programmes in all provinces. In Canada as a whole, graduates older than 30 accounted for 9% of the ISCED 5A graduation rate (Table A.3.1). A similar situation is observed across all the provinces, where these graduates accounted for 15% or less of ISCED 5A graduation rates.

The median age of graduates from ISCED 5A programmes only varies by about one and a half years across all provinces: from 22.2 years of age in Prince Edward Island and Nova Scotia to 23.8 years in Quebec (Table A.3.1).

20. Given the differences in the number of women and men enrolled in colleges and universities in Canada, the female-male gaps seen in first-time graduation rates for tertiary-type B and tertiary-type A programmes are expected, a situation also found in a number of OECD countries.

Chart A.3.3

Graduation rates for ISCED 5B and 5A programmes (first-time graduation), for those younger and older than age 30, 2008



Source: Table A.3.1.

ISCED 6, Advanced research programmes

The rate of graduation from advanced research programmes was 1.2% in Canada in 2008, below the average rate of 1.5% for the OECD countries (Table A.3.1). The rates of graduation from such programmes ranged between 0.4% in Prince Edward Island to 1.6% in Quebec.

Impact of international students on graduation rates

International students are those who travelled to a country different from their own for the specific purpose of tertiary study (see the "Definitions, sources and methodology" section for this indicator). International students must be taken into consideration in the examination of graduation rates as those who complete a tertiary programme are counted as graduates but not as part of the population.

In Canada as a whole, international graduates have a smaller impact on graduation rates in ISCED 5A programmes relative to some of the other OECD countries. International graduates accounted for 7% of Canada's graduation rate at the ISCED 5A level. When international students are excluded from the Canada-wide graduation rate, the decrease in the rate is marginal, from 36.9% to 34.6%. In comparison, international students had the largest impacts on ISCED 5A graduation rates in Australia, the United Kingdom, and New Zealand, where the exclusion of international students decreases graduation rates between 9 and 15 percentage points.

Across the provinces, international students have the smallest impact on tertiary-type A graduation rates in Saskatchewan and Alberta, where the exclusion of international students decreased the total graduation rates by 1 percentage point (Table A.3.1). The biggest impacts were seen in Nova Scotia and New Brunswick, where the exclusion of international students decreased rates by 6 percentage points.

In advanced research programmes (ISCED 6), international graduates accounted for 14% of the total tertiary graduation rate in Canada. This is much smaller than some OECD countries, the United Kingdom and Switzerland for example, where international graduates represent more than 40% of the graduate output. In Canada, when international students are excluded from the counts of graduates, the adjusted rate, 1.0%, is slightly lower than the unadjusted rate (1.2%, already noted above).

Definitions, sources and methodology

This indicator presents tertiary graduation rates by programme, both including and excluding international students. For the ISCED categories 5B and 5A, overall graduation rates are also presented according to sex and for graduates below age 30. Graduation rates are calculated using the *net* method. This method basically amounts to summing age-specific graduation rates that are obtained by dividing graduates of a specific age by the population of the corresponding specific age.[21] An individual who obtains a degree in tertiary education during the reference year is considered a graduate. Graduation rates adjusted for international students correspond to these calculations but exclude international students.

International students are those who, for the specific purpose of pursuing their education, go to a country other than their country of residence or the country in which they were previously educated. These students may be defined on the basis of either the country of which they were permanent residents or the country in which they were previously educated (regardless of their nationality). In Canada, this concept includes students who are not Canadian citizens and who do not hold a permanent residency permit in Canada.

21. This methodology differs from the one used in the previous two editions of this report. In 2009 and 2010, this indicator was computed according to the *gross* method, which divides the number of graduates, regardless of age, by the typical age of graduation at a certain ISCED category.

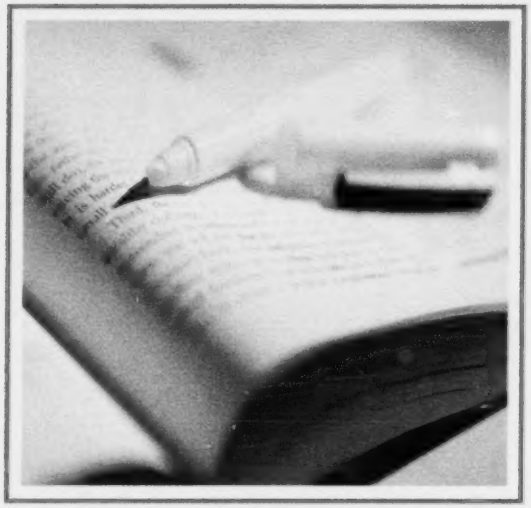
The values used in the denominator for calculating graduation rates are based on the average of demographic estimates for these different age groups, based on the population estimates for the appropriate year.

OECD graduation rates are based on the *first degree* and therefore exclude individuals for whom the degree just obtained is a second degree within a given ISCED level. For ISCED 5B, the number of first college/technical CEGEP diplomas and university certificates or diplomas below bachelor was estimated by subtracting from the total number of this type of programme graduates during the reference year an estimate of the number of students for whom the diploma or certificate obtained was a second credential within this ISCED level. The same logic applies to ISCED 5A, where in order to meet the OECD's standard definition, the number of first bachelor's degrees was estimated by subtracting from the total number of bachelor's degrees granted during the reference year an estimate of the number of students for whom the bachelor's degree obtained was a second degree within this particular ISCED level. Both estimates were developed on the basis of the cohort of graduates interviewed in Statistics Canada's 2007 National Graduates Survey (NGS) (class of 2005).

Data for Canada are presented for the 2008 calendar year, based on the most recent data available through the Postsecondary Student Information System (PSIS). PSIS is a census that collects data for all units in the target population, without sampling. The target population consists of Canadian public postsecondary educational institutions (universities, community colleges and vocational centres). Each institution provides Statistics Canada with data on its programmes, its students and the degrees granted. As not all institutions currently provide data to PSIS, results for some jurisdictions rely in part on estimates[22] submitted to the institutions for validation. International data were obtained from the UOE exercise in which the OECD collected statistical data on education in reference to the 2008/2009 academic year, the calendar year 2009 for graduation.

Note: The corresponding OECD indicator is A3, *How many students finish tertiary education?*.

22. The University of Regina, in Saskatchewan, has not reported its graduates to PSIS since 2005/2006. The graduation rate for Saskatchewan was calculated using the 2004 number of graduates from the University of Regina.



A4

PISA performance and equity

Context

Academic achievement and other educational outcomes are affected by an interplay of factors related to students' individual characteristics and backgrounds, as well as classroom, school, and community practices and settings. This indicator examines the relationship between two aspects of students' family backgrounds—immigrant status and socio-economic status—and the reading skills of students as measured by the combined reading scale of the 2009 Programme for International Student Assessment (PISA).[23]

Improving the academic performance of all groups of students is embedded in the principle of fairness, and yields individual as well as societal benefits. Disparities in the development of academic skills affect the abilities of individuals to complete high school (considered to be a basic level of education in the globalized world economy), to access and persevere through higher education, to compete for jobs and secure higher paying positions, and to function fully and effectively in society. Gaps in academic skills based on social background can perpetuate histories of disadvantage and impede social mobility. Educational achievement and outcomes also affect health disparities between groups of people and levels of cohesion in a society, characterized by trust between individuals and groups, and a sense of belonging to the broader society.

An important concern for any education system is the extent to which it serves the entire student population. Striving to ensure that all youth develop to their full innate potential regardless of their societal backgrounds is a fundamental principle of public education in Canada. However, family background affects learning in a variety of ways, both within and outside of the classroom, through mechanisms such as parenting skills and early childhood experiences. The role of broader social policy and its influence on achievement and other education gaps across social groups must thereby also be considered.

23. For an examination of a broader range of individual student and contextual variables and their relationship to reading achievement at the Canadian and provincial levels, please see the *Second Report from the 2009 Programme for International Student Assessment* by Statistics Canada, the Council of Ministers of Education, Canada and Human Resources and Skills Development Canada.

Observations

Socio-economic background

In the Programme for International Student Assessment (PISA), socio-economic status is measured by the Index of Economic, Social and Cultural Status (ESCS). This index was constructed based on information provided by the representative sample of 15-year-old students who participated in the PISA components on parental occupations, parental education, and a variety of home possessions.

With a mean index value of 0.50 (i.e., half a standard deviation higher than the OECD average), 15-year-old students in Canada were higher[24] on the ESCS index than students across the OECD member countries in general, indicating that students in Canada are relatively better off than students in other OECD countries on average (Table A.4.1). Only students in Iceland scored higher than Canada on this index (0.72). In fact, Canada scored higher than the OECD average in all quarters of the index, meaning that at each level of socio-economic status, Canadian 15-year-olds are better off materially than those in other OECD countries in general.[25]

Provincially, the average value on the overall ESCS index varied between 0.26 in Newfoundland and Labrador and 0.61 in Alberta (Table A.4.1). The average value on the ESCS was significantly lower than the Canadian average in Newfoundland and Labrador (0.26), New Brunswick (0.31), Manitoba (0.33), Prince Edward Island (0.36), and Quebec (0.39).

In Canada as a whole, in all provinces, and among OECD member countries in general, reading achievement increased, on average, with increased levels of socio-economic status as measured by the quarters of the ESCS (Table A.4.1). Examining the change in reading scores per unit change in the socio-economic (ESCS) index provides an indication of the average association between reading performance and socio-economic background. In Canada, for every 1-point increase in the ESCS index, reading performance increased on average by 32 scale points, corresponding to a little less than a one school-year gap in performance (Table A.4.1; Chart A.4.1).[26] A similar situation in terms of the magnitude of this relationship is observed across the provinces.

Compared with OECD member countries in general, the average performance between more and less advantaged students is more moderate in Canada as evidenced by the fact that across OECD member countries, every unit increase in the ESCS index is associated with a 38 score increase in reading performance (Table A.4.1; Chart A.4.1).

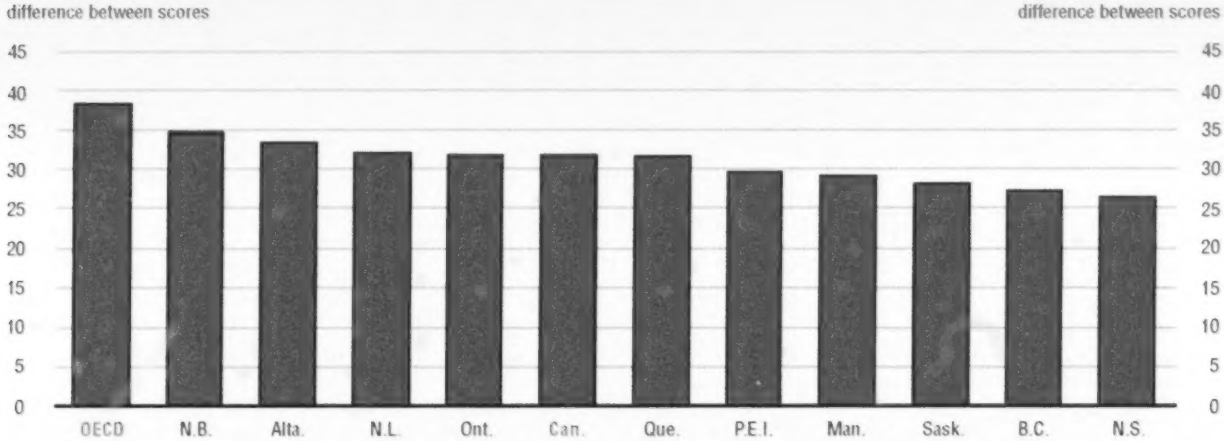
24. Any differences referred to in this text indicate significant differences in a statistical sense as determined by tests of statistical comparability.

25. Please see the "Definitions, sources, and methodology" section of this indicator for further explanation of the Index of Economic, Social and Cultural Status.

26. The OECD provides references to assist in the interpretation of reading score gaps. In PISA, student performance in reading is described according to seven proficiency levels (Levels 1b, 1a, 2, 3, 4, 5 and 6). A difference of about 73 score points represents one proficiency level on the PISA reading scale. According to OECD analysis based on 32 OECD countries, one school year corresponds to an average of 39 score points on the PISA reading scale. Please refer to *PISA 2009 Results: Overcoming Social Background: Equity in Learning Opportunities and Outcomes (Volume II)*, available on the OECD's Web site: www.oecd.org.

Chart A.4.1

Average score point difference in PISA reading performance associated with one unit increase in the PISA Index of Economic, Social and Cultural Status, 2009



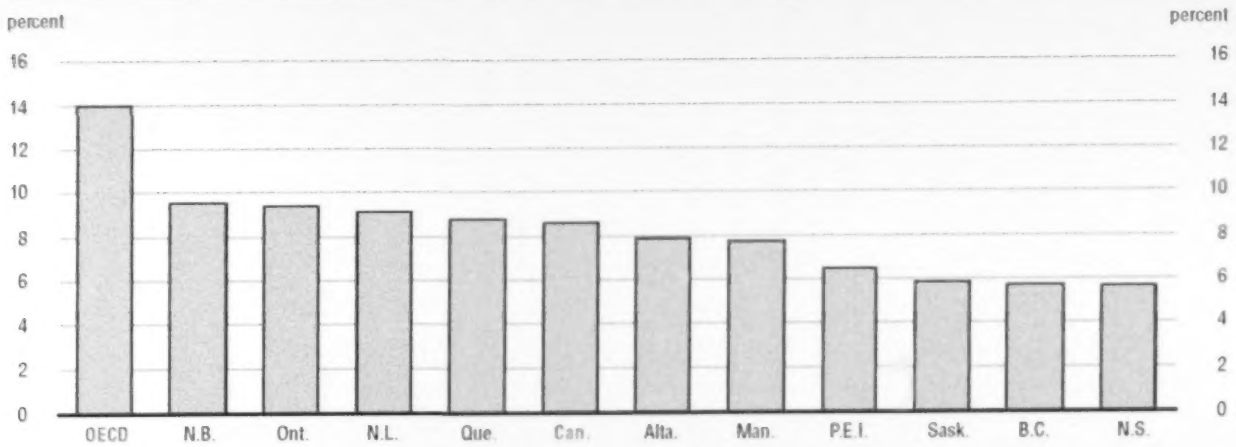
Source: Table A.4.1.

The concept of explained variance in student performance is a measure used in this indicator to examine another dimension of the relationship between students' socio-economic status and reading performance. This concept measures the strength of the relationship between socio-economic status and reading scores. A weaker relationship, for example, may reflect the education system's ability to mitigate disadvantages experienced by students from families with lower socio-economic status. This indicates that even though lower socio-economic background impacts reading performance, it is not the only factor to do so.

In Canada overall, only 8.6% of the total variance in student's reading performance is accounted for by the PISA Index of Economic, Social and Cultural Status (Table A.4.1; Chart A.4.2). Like the measure of association discussed above, this indicates the moderate relationship that exists between socio-economic status and reading performance in Canada. Across the provinces, the association was also weak and it ranged narrowly from between 5.6% to 5.8% in Nova Scotia, British Columbia, and Saskatchewan, to 9.5% in New Brunswick. The relationship between socio-economic status and reading performance is stronger across the OECD countries in general, where it explained 14.0% of this relationship.

Chart A.4.2

Percentage of variance in student performance in PISA reading explained by PISA Index of Economic, Social and Cultural Status, 2009



Source: Table A.4.1.

Immigrant status

Students with immigrant backgrounds accounted for a larger share of the 15-year-old student population in Canada than in OECD member countries in general. The student background information collected by PISA indicates that close to one-quarter (24.4%) of 15-year-old students in Canada in 2009 had immigrant backgrounds: 10.7% of them were born outside of Canada and 13.7% were born in Canada to immigrant parents (Table A.4.2). This is a relatively large proportion of students with immigrant backgrounds compared with the OECD average of 10.7%. Across the 34 OECD member countries, students with an immigrant background accounted for 20% or more of all students in four other countries: Luxembourg (40.2%), Australia (23.2%), New Zealand (24.7%), and Switzerland (23.5%). This figure was rather close to the 20% mark in two countries: Israel (19.7%), and the United States (19.5%).

Across the provinces, the proportion of students with immigrant backgrounds varied greatly. In British Columbia (34.7%) and Ontario (32.7%), close to one-third of 15-year-old students had immigrant backgrounds; whereas in each of the Atlantic provinces, 5% or fewer were from an immigrant background (Table A.4.2).

On average, there was no statistically significant difference between the reading performance of Canadian students with an immigrant background, whether or not they were first- or second-generation immigrants, and the performance of non-immigrant students.[27] Similarly, there were no performance differences on average between second- and first-generation immigrants. While second-generation students were born in Canada and would have gone through the education systems in Canada, first-generation students may have received part of their education outside of Canada. In terms of the actual reading scores on the PISA assessment, non-immigrant students scored an average of 528 score points, second-generation immigrants scored 522, and first-generation immigrants, 520 (Table A.4.2; Chart A.4.3).

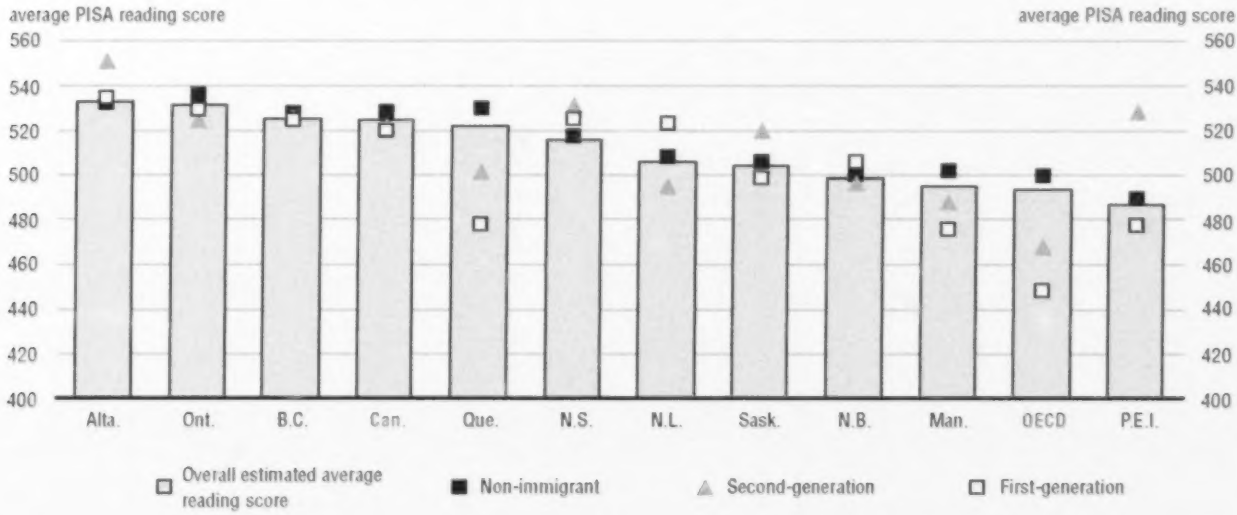
27. Please see the "Definitions, sources and methodology" section of this indicator for definitions of these immigrant categories.

This situation in Canada is more favourable than that across the OECD member countries in general, where students without an immigrant background outperformed students with an immigrant background. On average across OECD countries, non-immigrant 15-year-olds outperformed second-generation immigrant students by 33 points and first-generation immigrant students by 52 points. However, like in Canada, this is not the situation in all OECD countries. Among those countries where 20% or more of 15-year-olds were immigrants (indicated above), second-generation students outperformed non-immigrant students in Australia and Israel, and there were no differences between first-generation students and non-immigrant students in Australia and New Zealand. The OECD indicates that country comparisons of the performance of immigrant and non-immigrant students reflect a multitude of factors including integration policies and programs at the jurisdictional and school system levels, immigration policies and selection criteria, and differences in the socio-economic, linguistic, and cultural backgrounds of immigrants.

In most provinces, there were no differences in the reading skills of immigrant and non-immigrant students as measured on the PISA reading scale. In Quebec, non-immigrant students performed significantly better than first- and second-generation immigrant students. In Alberta, second-generation immigrants performed better than non-immigrant students.

Chart A.4.3

Average PISA reading performance by immigrant status, 2009



Note: Jurisdictions are ordered in terms of their overall estimated average reading scores in PISA 2009.

Sources: Table A.4.2; Table C.4.2 (PCEIP April 29, 2011) for Overall estimated average reading score.

Definitions, sources and methodology

This indicator examines how two aspects of students' family backgrounds—socio-economic status and immigrant status—are related to the reading ability of Canadian youth as measured by the 2009 Programme for International Student Assessment (PISA).

In 2009, PISA was administered in 65 countries and economies, including Canada and all other OECD member countries. In Canada, approximately 23,000 students from about 1,000 schools participated in the 10 provinces. In PISA, information on students' backgrounds was obtained from their answers to a 30-minute questionnaire that covered topics such as education background, family and home situation, reading activities, and school characteristics.

Socio-economic status in PISA is represented by the Index of Economic, Social and Cultural Status (ESCS). This index captures a range of aspects of a student's family and home background that combines information on parent's education, occupations, and home possessions. The index was derived from the following variables: the international socio-economic index of occupational status of the father or mother, whichever is higher; the level of education of the father or mother, whichever is higher, converted into years of schooling; and the index of home possessions, obtained by asking students whether they had a desk at which they studied at home, a room of their own, a quiet place to study, a computer to use for school work, educational software, a link to the Internet, their own calculator, classic literature, books of poetry, works of art (e.g., paintings), books to help them with their school work, a dictionary, a dishwasher, a DVD player, three other country-specific items, and the number of cellular phones, televisions, computers, cars and bathrooms at home. The rationale for choosing these variables is that socio-economic background is usually seen as being determined by occupational status, education, and wealth. As no direct measure of parental income or wealth was available from PISA, information on access to household items was used as a proxy as students would have knowledge of these items within the home. These questions were selected to construct the indices based on theoretical considerations and previous research. Structural equation modelling was used to validate the indices.

Greater values on the Index of Economic, Social and Cultural Status represent a more advantaged social background, while smaller values represent a less advantaged social background. A negative value indicates that the socio-economic status is below the OECD mean. The index is divided into quarters based on students' values on the ESCS index. Therefore students in the bottom quarter are in the lowest quarter of students in the ESCS index, and students in the top quarter are in the highest quarter of students based on their ESCS value. For each of these quarters, Table A.4.1 presents mean ESCS values and mean reading scores.

In PISA, immigrant status is defined based on three categories:

Non-immigrant students: Students who were born in the country where they were assessed by PISA or who had at least one parent born in the country (referred to in OECD as "native students");

Second-generation students: Students who were born in the country of assessment but whose parents are foreign-born;

First-generation students: Students who are foreign born.

Note: The corresponding OECD indicator is A5, *Does student background affect student performance?*.

A5

Labour market outcomes

Context

This indicator examines the connection between educational attainment and the labour market by looking at employment rates among the adult population aged 25 to 64. This relationship is explored by sex, and trends in employment rates by attainment are also presented. Educational attainment reflects the highest level of education successfully completed, based on the International Standard Classification of Education (ISCED) categories.[28]

One of the main objectives of education systems is to prepare individuals so they can participate in a knowledge-oriented economy and society. For individuals, job prospects and employment rates both generally improve with higher education.

Observations

Upper secondary graduation minimum requirement

In Canada, the overall employment rate for adults aged 25 to 64 was 75% in 2009 (Table A.5.1). This compares with a rate of 73%, on average, for the OECD countries.[29] In the provinces, the overall employment rate for 25- to 64-year-olds ranged from 63% in Newfoundland and Labrador to 82% in Saskatchewan. All 2009 figures for Canada are based on data collected by the Labour Force Survey (LFS).

In OECD countries, upper secondary graduation is considered the minimum requirement for finding a good job and being competitive in the labour market. Thus, employability, judged on the basis of the employment rate (the ratio of the number of persons with a job in a given group to the total population of that group), increases with the amount of education attained. This relationship is evident in Canada, where in 2009, the employment rate for those who had not completed upper secondary education was 55%, while the rate for upper secondary and postsecondary non-tertiary graduates was 74%, and the figure for tertiary graduates, 82% (Table A.5.2). Across the country, variability in the employment rate for the "below upper secondary" category is evident, with figures ranging from 38% in Newfoundland and Labrador to 67% in Alberta.

28. Please see the "ISCED classifications and descriptions" section in this report's Notes to readers for brief descriptions of the ISCED categories.

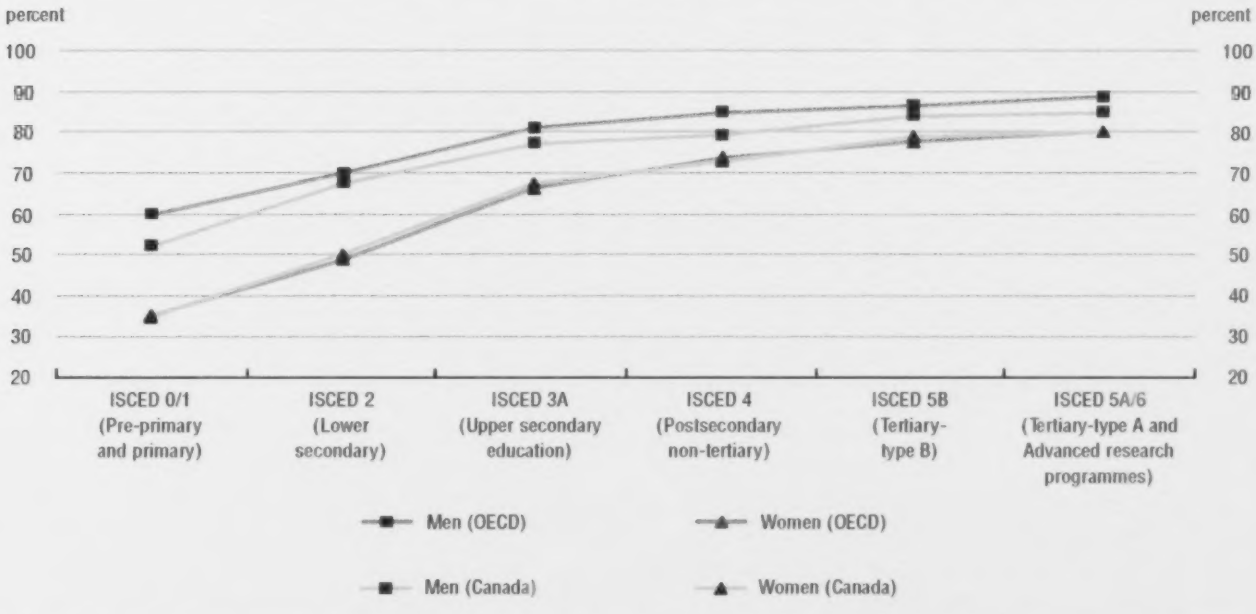
29. The international data presented in this report reflect the figures available from the OECD at the time of writing; however, the OECD may have made further final adjustments. For more detailed information on the latest international statistics, please refer to *Education at a Glance 2011: OECD Indicators*, available on the OECD's Web site: www.oecd.org.

Employment rates by sex

The rise in employment rates seen when educational attainment is reviewed across ISCED categories occurs among both men and women, although the rates for women are consistently lower than those recorded for men. In 2009, Canada's employment rate for women aged 25 to 64 was 72%, compared with 79% for men in the same age range (Table A.5.1; Chart A.5.1). This compares with OECD averages of 65% and 81%, respectively. In Canada, the rate for women was above the national average in Manitoba (75%), Alberta (75%), Saskatchewan (78%), the Northwest Territories (77%) and Yukon (80%). With an overall employment rate of 60% for women, Newfoundland and Labrador was the only province with a rate well below the Canada and OECD (65%) averages.

Chart A.5.1

Employment rates of 25- to 64-year-olds, by highest level of education attained and sex, 2009



Source: Table A.5.1.

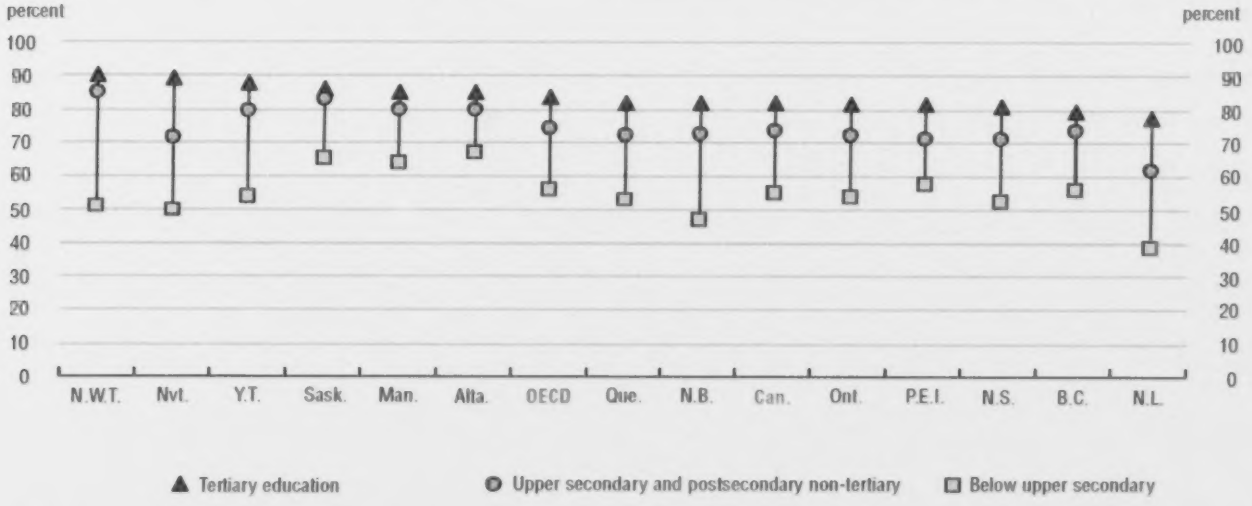
In the majority of OECD countries in 2009, the difference in employment rates between the sexes was less pronounced among graduates of tertiary-type A and advanced research programmes compared with the upper secondary graduates (the OECD averages can be seen in Table A.5.1, columns 8 and 5). In Canada, a 10-percentage-point difference was observed between men and women in the upper secondary graduation category (Chart A.5.1). The male-female difference was half as large (5 percentage points) for graduates of tertiary-type A/advanced research programmes. It is also interesting to note that, at each level of educational attainment, male employment levels in Canada were lower than the corresponding OECD averages while there were no differences among female employment levels.

Postsecondary education, higher employment rates

Across Canada, as in other OECD countries, 25- to 64-year-old individuals with postsecondary education had consistently higher employment rates than those who had not graduated from secondary school. At the Canada level, the difference between the employment rate for tertiary graduates (82%) and the rate for those with less than upper secondary education (55%) was substantial in 2009: 27 percentage points (Table A.5.2; Chart A.5.2). A similar gap (28 percentage points) is seen at the international level, as indicated by the most recent OECD averages for this 25- to 64-year-old group. Among the provinces, the difference between employment rates for these two education categories ranged from 18 percentage points in Alberta to 39 in Newfoundland and Labrador.

Chart A.5.2

Employment rates of the 25- to 64-year-old population, by educational attainment, 2009



Source: Table A.5.2.

The relationship between educational attainment and improved employment prospects can be further explored by examining provincial data. When comparing the employment rate for those with "less than upper secondary education" (55%) against the rate for individuals in the "upper secondary and postsecondary non-tertiary" category (74%), the difference is fairly important at 19 percentage points (Table A.5.2). Provincially, the differences varied from 34 percentage points in the Northwest Territories to 13 percentage points in Alberta. At the Canada level, when the employment rate for those with tertiary completion (82%) is compared against the rate for individuals in the "upper secondary and postsecondary non-tertiary" category (74%), the gap is 8 percentage points. The differences also varied from province to province in 2009, with the largest gap (16 percentage points) noted for Newfoundland and Labrador, and the smallest ones for the western provinces (between 3 and 6 percentage points). Small gaps indicate that, in these provinces, individuals with a high school diploma, a certificate or diploma from a vocational school or with apprenticeship training are almost as likely as people with a college or university diploma to achieve a high level of employment.

The employment patterns across the provinces and territories can also be analyzed with more detailed data (Table A.5.1). Obtaining a higher level of education has not resulted in the same gains in employment rates in all provinces. In Western Canada, the gains in employment rates resulting from obtaining a "postsecondary non-tertiary" education (vocational school or apprenticeship training) are far more noticeable than the gains resulting from attaining a "tertiary-type B" education (mainly a college diploma). In the four Atlantic provinces, the situation is reversed, and the gains for the "tertiary-type B" level are more substantial in comparison with those seen for "postsecondary non-tertiary" education.

Long-term trend

Between 1997 and 2009, the variations in employment rates for 25- to 64-year-olds with different levels of educational attainment were fairly small in Canada (Table A.5.2). Nevertheless, a closer look at these variations provides insight into the relationship between the different educational attainment groups and labour market conditions. Overall in Canada, adults with less than high school completion (below upper secondary) were the most affected by less favourable labour market conditions. Over the 12-year period, the differences between the highest and lowest employment rates for this group at the start and end of the period varied by as much as 5 percentage points. At the same time, there was far less variation (around 1 percentage point) in the trend for adults with tertiary education. This pattern was similar across the provinces and territories, although the variability appeared higher in some provinces than in others. In British Columbia, Saskatchewan, Prince Edward Island, Nova Scotia and the Territories the higher variability of the employment rate over time seems to indicate a greater sensitivity to economic conditions, especially for adults with lower educational attainment.

Definitions, sources and methodology

This indicator, labour market outcomes, examines the relationship between educational attainment and the employment rates of 25- to 64-year-olds, overall and by sex, and provides insight into how this relationship has evolved over time. The employment rate represents the percentage of employed people in this working-age population. To calculate the employment rate for a group with a particular level of educational attainment, the number of employed persons is divided by the total number of persons in the population aged 25 to 64 who have attained the education level and then multiplying this quotient by 100.

Persons considered to have a job are those who, during the reference week: (1) worked at least one hour in exchange for a wage or some benefit; or (2) had a job but were temporarily absent from work for various reasons (illness, accident, vacation, labour dispute, training, maternity or parental leave, etc.). The education level is measured according to the highest level of education attained.

The data for Canada were drawn from the Labour Force Survey (LFS), a monthly survey of approximately 54,000 households. The LFS excludes the following from the scope of the survey: individuals who live on reserves or in other Aboriginal settlements in the provinces, full-time members of the Canadian Forces and institutional residents. The LFS employment rate is based on a monthly average from January to December. Figures from the Organisation for Economic Co-operation and Development (OECD) are those reported by the OECD, and they are extracted from the OECD and Eurostat databases compiled from national labour force surveys for the OECD member countries.

Note: The corresponding OECD indicator is A7, *How does educational attainment affect participation in the labour market?*.

A6

Economic benefits of education

Context

This indicator focuses on the economic benefits of education by examining the relationship between educational attainment and earnings from employment. Relative earnings for the population aged 25 to 64 are presented by age group, for men and women, and over time, according to the highest level of education attained. Trends in the differences in earnings of men and women are also presented; specifically, the average annual earnings of women as a percentage of those of men. Educational attainment is based on the International Standard Classification of Education (ISCED) categories.[30]

A comparison of earnings according to educational attainment gives individuals an idea of the potential monetary rewards associated with higher education. Major differences in earnings can clearly signal the advantages—or disadvantages—related to the attainment of different categories of education.

Observations

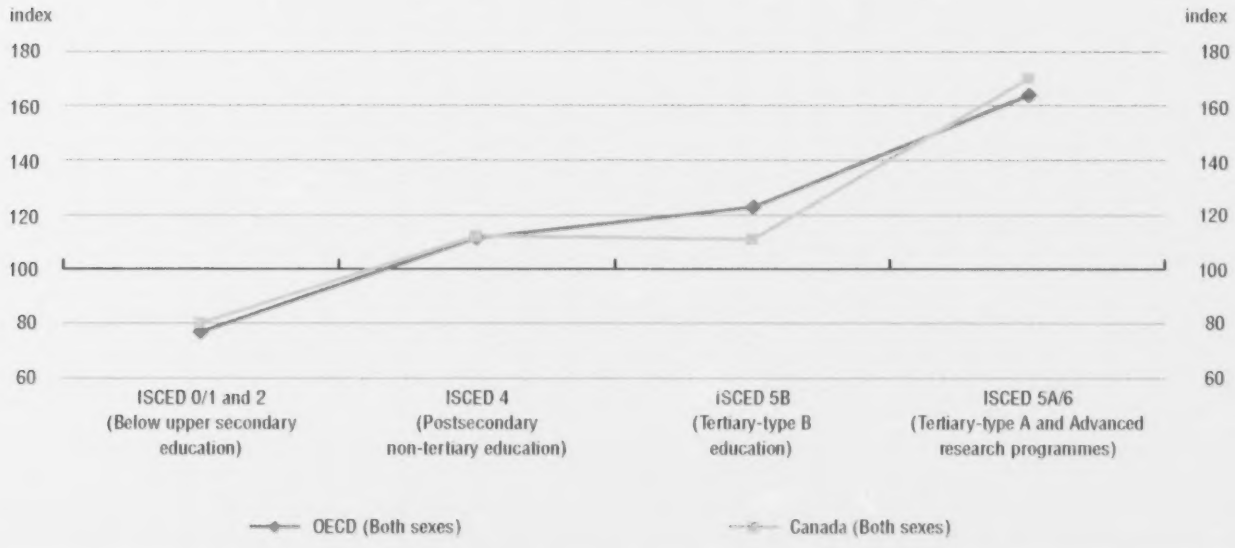
Earnings from employment by educational attainment

The relative earnings of Canadians aged 25 to 64 clearly indicate that mean annual earnings from employment (before tax) rise along with educational attainment. Statistics Canada's 2008 Survey of Labour and Income Dynamics (SLID) reveals the economic penalty encountered by the individuals who had not completed high school (those in the "below upper secondary" category), along with the benefits for those who had successfully completed programs at the postsecondary levels (Table A.6.1; Chart A.6.1). The most notable earnings advantage is seen among those who had graduated from university programs, shown as ISCED 5A/6 (tertiary-type A or advanced research programmes) (see the "Mapping to ISCED" table for SLID in the **Notes to readers** section of the report). These graduates earned considerably more in 2008 than people at other levels of educational attainment, with earnings that were 70% higher, on average, than earnings of graduates of upper secondary or postsecondary non-tertiary programs (see the "Definitions, sources and methodology" for this indicator for an explanation of the reference group).

30. Please see the "ISCED classifications and descriptions" section in this report's Notes to readers for brief descriptions of the ISCED categories.

Chart A.6.1

Relative earnings of 25- to 64-year-olds with income from employment, by highest level of education attained, Canada and OECD, 2008 (upper secondary and postsecondary non-tertiary education = 100)



Source: Table A.6.1.

The pattern seen in Canada is also evident internationally, according to recent estimates from the Organisation for Economic Co-operation and Development (OECD).[31] Again, relative earnings for the working-age population rise across the categories of education, and, like their counterparts in Canada, tertiary graduates in the other OECD countries earned considerably more than upper secondary or postsecondary non-tertiary graduates in 2008. Their earnings were, on average, 53% higher (Table A.6.1). More specifically, among those who graduated from tertiary-type A or advanced research programmes, the OECD cites an earnings advantage of 63% for its member countries overall, indicating a rather high earnings premium for those who have completed this type of university education. In this case, the earnings advantage noted in Canada (70%, as previously mentioned) is even higher. However, the international earnings premiums are higher at the ISCED 5B level (mainly college credentials), where the OECD earnings premiums are double the advantage seen for Canada (23% versus 11%) (Chart A.6.1).

When earnings differentials are examined over time, the pattern of higher earnings for working-age individuals with tertiary education remained fairly stable in Canada. In 1998, the 25- to 64-year-olds in this group earned 40% more on average than those with upper secondary or postsecondary non-tertiary education, which was the same premium recorded for 2008 (Table A.6.2).

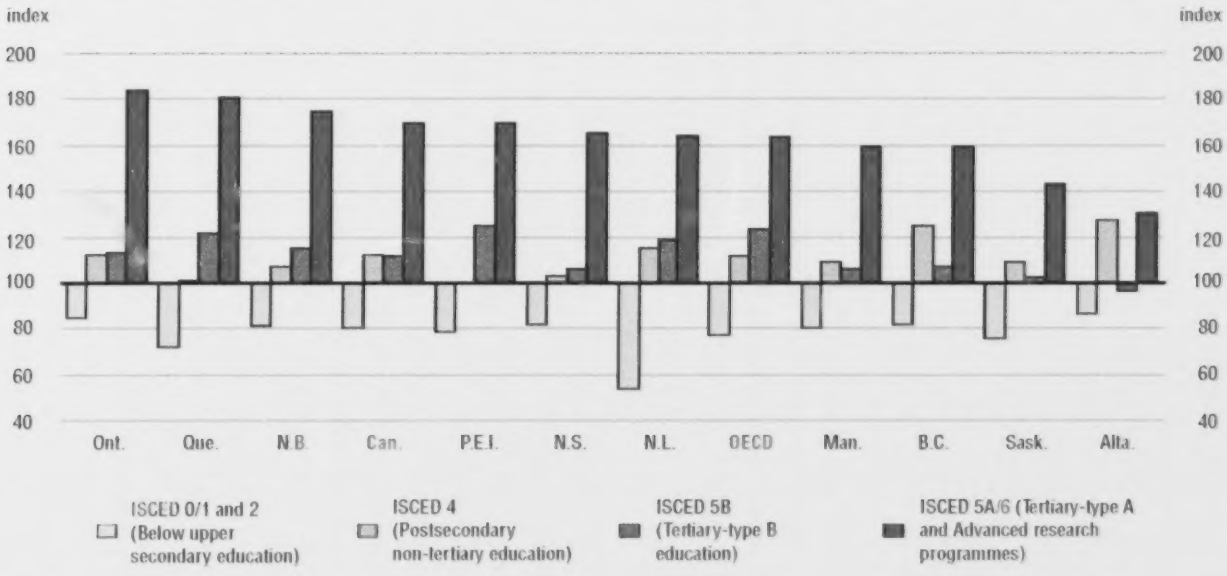
31. The international data presented in this report reflect the figures available from the OECD at the time of writing; however, the OECD may have made further final adjustments. For more detailed information on the latest international statistics, please refer to *Education at a Glance 2011: OECD Indicators*, available on the OECD's Web site: www.oecd.org.

In the provinces

Across the provinces, the relative earnings among the 25- to 64-year-old population reflect the patterns seen at the Canada level; however, as expected, there are a few variations. The earnings disadvantages associated with "below upper secondary education" are apparent in all provinces, although more so in Newfoundland and Labrador, where individuals in this category earn 46% less than those who have successfully completed upper secondary or postsecondary non-tertiary programs (Table A.6.1; Chart A.6.2). In all provinces, individuals aged 25 to 64 who had successfully completed a university education (shown under ISCED 5A/6: tertiary-type A and advanced research programmes), had earnings that were notably higher than those who had completed upper secondary or postsecondary non-tertiary programs. In New Brunswick, Quebec, and Ontario individuals in this category earned, on average, between 75% and 84% more than those who had either upper secondary or postsecondary non-tertiary as their highest level of attainment—beyond the 70% for Canada overall. In Saskatchewan and Alberta, these earnings premiums for university graduates are also evident, but the differentials are the lowest across the provinces. University graduates in Saskatchewan and Alberta earned 43% and 30% more, respectively, than those who had completed upper secondary or postsecondary non-tertiary education in these provinces.

Chart A.6.2

Relative earnings of 25- to 64-year-olds with income from employment, by highest level of education attained, 2008 (upper secondary and postsecondary non-tertiary education = 100)



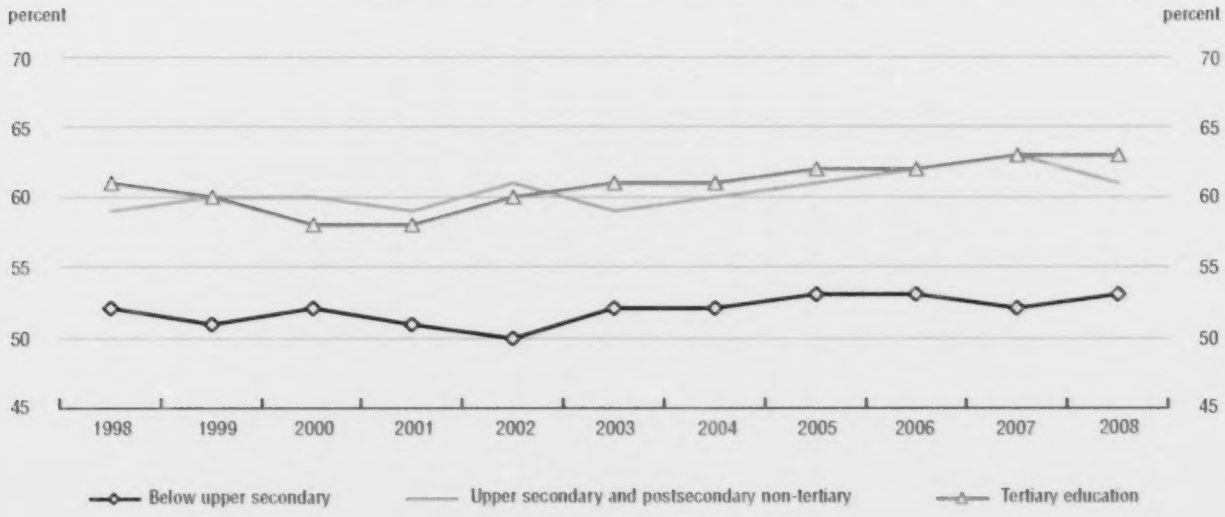
Source: Table A.6.1.

Men and women—differences in earnings

When trends in the differences between the earnings of men and women are examined, women—even those who had successfully completed some type of tertiary education (college or university)—have not fared as well as their male counterparts. Between 1998 and 2008, the average annual earnings[32] of women as a percentage of those for men reveal that women have continued to earn much less, regardless of their level of education. Women in the "below upper secondary" educational attainment category were especially penalized over the period, earning close to 50% less, on average, than the men who had not completed high school (Table A.6.3; Chart A.6.3). Even women who had successfully completed a program at the tertiary level earned far less than the men with the same type of educational attainment. In 1998, the average annual earnings for women with tertiary education were 61% of those for men; by 2008, women's earnings were still only 63% of those for men. But, even if earnings for men are consistently higher than those for women at every level of educational attainment, the narrowing of the gap as level of education increases indicates that the monetary gains from additional education are relatively higher for women.

Chart A.6.3

Trends in differences in earnings of men and women aged 25 to 64 with income from employment, by highest level of educational attainment, Canada, 1998 to 2008



Note: Average annual earnings of women as a percentage of earnings of men.
Source: Table A.6.3.

The figures cited in the preceding paragraph compare the average annual earnings of men and women and include all individuals with earnings from employment, whether they worked full- or part-time. When the earnings of men and women who work full-time, full-year are examined, the male-female earnings gap in Canada still exists but its magnitude decreases across all categories of educational attainment. This decrease is especially noticeable at the "below upper secondary" educational attainment category, where the earnings gap based on full-time, full-year

32. Average annual earnings include all individuals with income, whether they worked on a full- or part-time basis.

employment is 12 percentage points lower than that measured on average earnings (data not shown). More specifically, earnings for women with this type of educational attainment were on average, 53% of those for men (Table A.6.3), while women who worked on a full-time, full-year basis earned 65% that of men (*Education at a Glance 2011: OECD Indicators*, Table A8.3a; not shown). At the tertiary level, women's earnings were at 70% among those who worked on a full-time, full-year basis, compared with the 63% noted in the preceding paragraph.[33]

Definitions, sources and methodology

This indicator focuses on the economic benefits of education by examining the relationship between educational attainment and relative earnings among the 25- to 64-year-old working-age population, by age and for each sex. It also shows how this relationship evolved between 1998 and 2008.

Relative earnings are the mean annual earnings from employment (before tax) of individuals with a certain level of educational attainment divided by the mean annual earnings from employment of individuals whose highest level of education is upper secondary or postsecondary non-tertiary, multiplied by 100.

The estimates are limited to persons with employment income during the reference period, including individuals with negative earnings, as could arise, for example, among business owners. The average for both sexes is not the simple average of the figures for males and females, but an average based on the employment income of the total population. For this reason, there may be instances when the average for both sexes does not fall between the value calculated for men and that calculated for women. This phenomenon can be seen in Canada's figures for total tertiary education in Table A.6.1. In this case in particular, the relative earnings figure for men aged 25 to 64 with upper secondary or postsecondary non-tertiary education (the reference category; not shown) was $47,239 in 2008. This same year, the relative earnings figure for men this same age who had tertiary education was $67,396, resulting in an index of 142 [($67,396/ $47,239) * 100)]. For women, relative earnings were $28,619 for the reference category and $42,113 for the tertiary group; an index of 147. For both sexes combined, the relative earnings were $38,781 for the reference category and $54,458 for tertiary; index of 140. In this example, the index value for both sexes (140) is below that obtained for men (142) and that for women (147), even if the average earnings values for both sexes for both the reference group ($38,781) and the tertiary group ($54,458) fall between the figures for men ($47,239, reference category; $67,396, tertiary) and those for women ($28,619, reference category; $42,113, tertiary).

Data for Canada were obtained from the Survey of Labour and Income Dynamics (SLID), a longitudinal household survey. SLID excludes inhabitants of Yukon, the Northwest Territories and Nunavut, institutional residents and persons living on Indian reserves. Overall, these exclusions amount to less than 3% of the population.

Note: The corresponding OECD indicator is A8, *What are the earnings premiums from education?*.

33. Although full-time, full-year earnings for women are still lower than those for men, the difference may result from a variety of factors; for example, a different mix of occupations with different rates of pay, a larger difference between the earnings of men and women in older age groups because of the opportunities available to women in the past, and career interruptions among women related to child rearing.

Chapter B

Financial resources invested in education

Expenditure per student

B1

Context

This indicator provides information on the investment, from all sources, in each student in public and private institutions at several levels of education. Expenditure by educational institutions per student is largely influenced by teachers' salaries (see Indicators B3 and D2), pension systems, teaching and instructional hours (see Indicator D1), the cost of teaching materials and facilities, the program provided (e.g., general or vocational), and the number of students enrolled in the education system. Policies to attract new teachers or to reduce average class size or change staffing patterns have also contributed to changes in expenditure by educational institutions per student over time. Ancillary and R&D services can also influence the level of expenditure by educational institutions per student.

Effective schools require the right combination of trained and talented personnel, appropriate curriculum, adequate facilities and motivated students who are ready to learn. The demand for high quality education, which can translate into higher costs per student, must be balanced against other demands on public expenditure and the overall burden of taxation. Although it is difficult to assess the optimal volume of resources needed to prepare each student for life and work in modern societies, international comparisons of spending by educational institutions per student can provide useful reference points.

Policy-makers must also balance the importance of improving the quality of educational services with the desirability of expanding access to educational opportunities, notably at the tertiary level. In addition, decisions regarding the allocation of funds among the various levels of education are key. For example, certain provinces and territories emphasize broad access to higher education and some invest in near-universal education for children as young as 3 or 4 years of age.

Observations

The indicator shows direct public and private expenditure by educational institutions[34] in relation to the number of full-time equivalent students enrolled. Note that variations in expenditure by educational institutions per student may reflect not only variations in the resources provided to students (e.g., variations in the ratio of students to teaching staff) but also variations in relative salary and price levels.[35]

34. This indicator (B1) presents "expenditure *by* educational institutions", as data are collected by type of institution. Indicator B2 uses the term "expenditure *on* educational institutions", as the financial data are collected by source of funds, type of transaction, and level of education. As the two sources are not the same, the totals may differ.

35. In *Education at a Glance*, the OECD publishes figures that have been adjusted for cost-of-living differences between countries using purchasing power parities (PPP). In this Canadian companion report, two sets of figures are published for Canada, the provinces and the territories: one in Canadian dollars; the second in US dollars after PPP conversion of the Canadian dollar. It was not possible to make a PPP conversion to adjust for cost-of-living differences between provinces and territories.

Expenditure by educational institutions per student

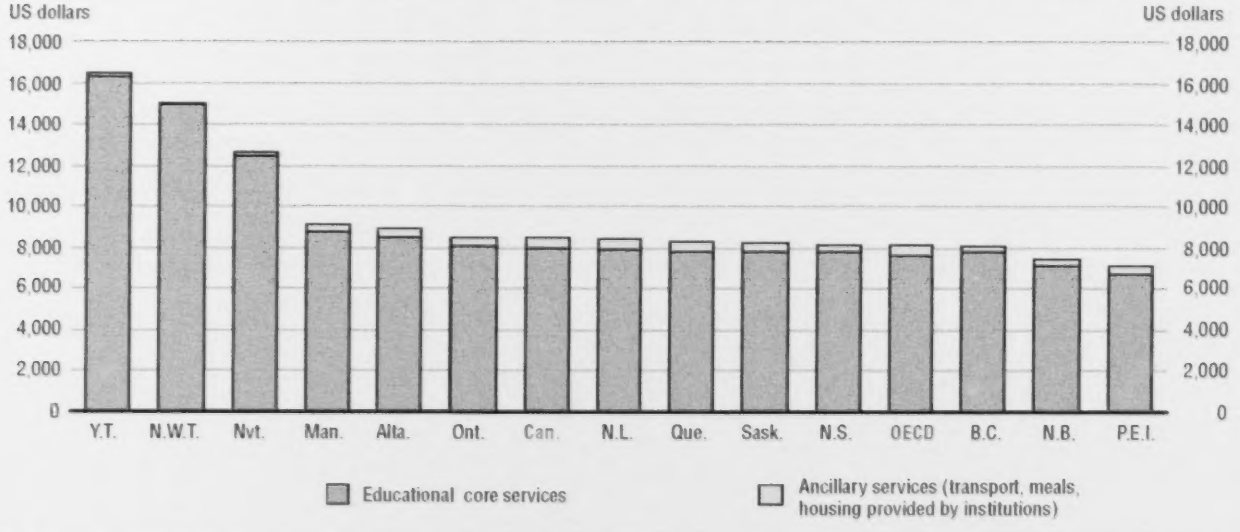
Data on annual expenditure per student at the primary and secondary education levels provide a way to track the financial investment in each student. Covering all levels from pre-primary to upper secondary education, average expenditure per student in Canada was $10,438 in 2007 (Table B.1.1.1). The numbers were much higher in the territories: $20,299 in the Yukon, $18,583 in the Northwest Territories, and $15,605 in Nunavut. Elsewhere, the highest expenditures are seen in Manitoba ($11,263) and Alberta ($11,022), and the lowest in Prince Edward Island ($8,766) and New Brunswick ($9,251).

Expenditure per student at the secondary level generally exceeds that at the primary level (Table B.1.1.1). This is true in most provinces and territories, but not in the Yukon, Prince Edward Island and British Columbia. In 2007, the difference was small in New Brunswick, Quebec and Manitoba. The largest differences are evident in Saskatchewan (where expenditure at the secondary level was 48.1% higher than at the primary level), Newfoundland and Labrador (29.8%), Nunavut (37.3%), Alberta (30.8%) and Nova Scotia (25.3%).

In the OECD countries as a whole, expenditure on core educational services accounted for an average of 93% of the expenditure per student on primary and secondary education. In Canada at the primary and secondary levels, the portion of expenditure per student allocated to core services ($9,899) represented 95% of the total expenditure per student in 2007, while the $539 for ancillary services represented approximately 5% of the total (Table B.1.2.1; Chart B.1.1). The amounts varied little from province to province. Expenditure per student on ancillary services was $675 (6.6%) in Quebec, $635 (6.1%) in Newfoundland and Labrador, and $331 (3.3%) in British Columbia. By contrast, much less was spent on ancillary services in the territories: $223 (1.4%) in Nunavut, and less than 1% in the Northwest Territories and Yukon ($138 and $166, respectively).

Chart B.1.1

Annual expenditure by educational institutions per student in primary and secondary education, by type of services, Canada and jurisdictions, 2007



Notes: All figures are in US dollars, converted using purchasing power parity (PPP).
The OECD figures include primary, secondary and non-tertiary postsecondary.

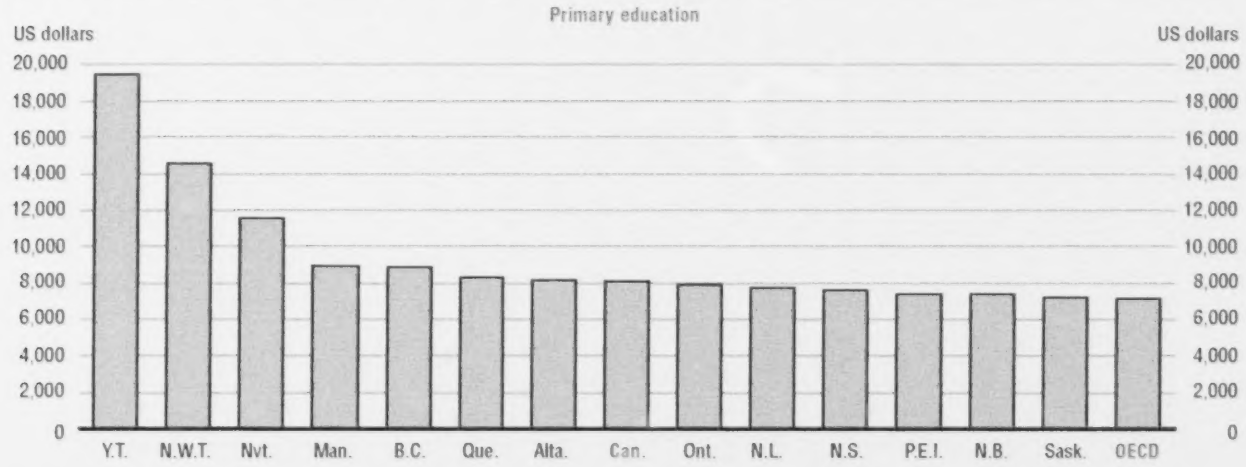
Source: Table B.1.2.2.

To compare Canada with other OECD countries,[36] the expenditure per student was converted to a common currency using purchasing power parities (PPPs) (Table B.1.1.2; Chart B.1.2). The OECD data (2008) indicate that countries spent an average of $7,153 (US dollars) on primary education (ISCED level 1) per year per student. The comparable average for Canada was $8,114 (ISCED levels 0 to 2). In all provinces and territories, these US dollar figures were above the OECD average. Figures were lowest in Saskatchewan ($7,226) and New Brunswick ($7,393), while the highest were in British Columbia ($8,847), Manitoba ($8,993) and the territories—from $11,522 in Nunavut to $19,449 in Yukon.

OECD countries spent an average of $9,396 per student on secondary education (Table B.1.1.2; Chart B.1.2), approximately 31% more than on primary education. In Canada, expenditure on secondary education (at $9,005 per student) was only 11% greater than on primary education. Five provinces (Prince Edward Island, British Columbia, New Brunswick, Quebec and Manitoba) presented such expenditure per student lower than the OECD average.

Chart B.1.2

Annual expenditure by educational institutions per student for all services, primary, secondary and university education, Canada and jurisdictions, 2007



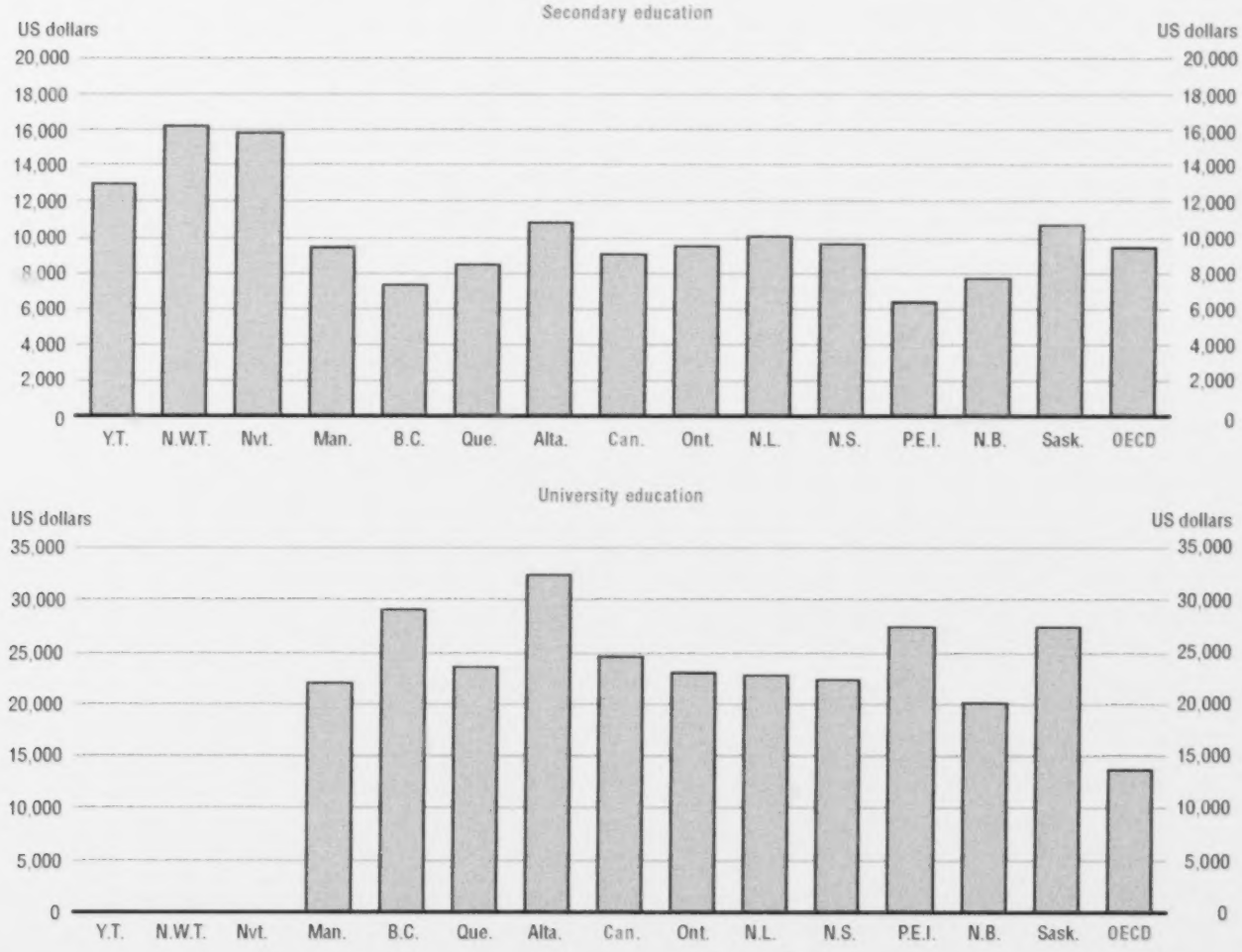
Notes: All figures are in US dollars, converted using purchasing power parity (PPP).
Calculated on the basis of full-time equivalent students.

Source: Table B.1.1.2.

36. The data for Canada in the OECD's *Education at a Glance 2011* include Canada's expenditure on education abroad (e.g., National Defence schools overseas) and the undistributed expenditure of the federal government. Therefore, the OECD numbers for Canada are slightly higher than the numbers appearing in the tables in this chapter, which include only the expenditure in all the provinces.

Chart B.1.2 (concluded)

Annual expenditure by educational institutions per student for all services, primary, secondary and university education, Canada and jurisdictions, 2007



Notes: All figures are in US dollars, converted using purchasing power parity (PPP).
Calculated on the basis of full-time equivalent students.
For university education, the OECD average includes the entire tertiary sector (ISCED levels 5a, 5b and 6).
Figures for the provinces and territories and the Canadian average are for the university level (ISCED levels 5a/6).

Source: Table B.1.1.2.

Expenditure per student on university education in Canada, including research and development, averaged $30,317 (Canadian dollars) in 2007 (Table B.1.1.1). Such spending was most noticeably above the Canada-level average in Alberta (32% above), British Columbia (18%), Prince Edward Island and Saskatchewan (12%).

When spending on research and development is excluded, the Canadian average expenditure per student on university was $19,362 in 2007. Such spending exceeded this figure by more than 30% in Alberta, Saskatchewan, and British Columbia. Expenditure on research and development (Table B.1.2.1) ranged from $6,911 per

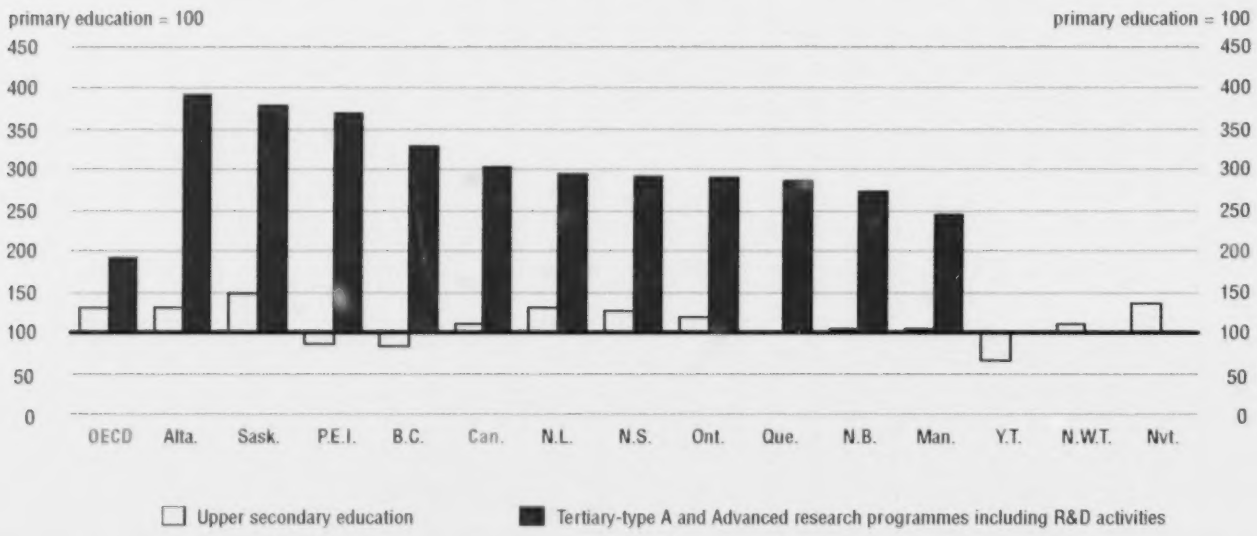
student in New Brunswick and $8,365 in Saskatchewan to $12,619 in Quebec and $13,315 in Alberta. In Quebec, it represented 43% of the total expenditure per student at the university level. By contrast, in Saskatchewan, it represented only 25% of the total. Ancillary services cost the least in Quebec ($781) and Manitoba ($1,133), and the most in Nova Scotia ($2,310) and British Columbia ($2,796).

It was not possible to compare expenditure on university education with the OECD average, because this year the OECD provided a total for tertiary education, but no detail for the university level.

Comparisons of expenditure per student at different levels of education highlight the relative emphasis placed on these levels, as well as the relative unit costs of provision. Expenditure per student increases with the level of education in almost every province, but the relative difference between the levels varies from one province to another. On average, the ratio of expenditure per student on university education to expenditure per student on primary education was 3.03:1 in Canada (calculated from figures in Table B.1.1.1). This ratio ranged between 2.72:1 and 2.94:1 in Nova Scotia, New Brunswick, Quebec, Newfoundland and Labrador, and Ontario. It was lower in Manitoba (2.45:1) and higher in Prince Edward Island, Saskatchewan, Alberta, and British Columbia (between 3.28:1 and 3.93:1).

Chart B.1.3

Expenditure by educational institutions per student at various levels of education for all services relative to primary education, Canada and jurisdictions, 2007



Notes: All figures are in US dollars, converted using purchasing power parity (PPP).
Calculated on the basis of full-time equivalent students.
For university education, the OECD average includes the entire tertiary sector (ISCED levels 5a, 5b and 6). Figures for the provinces and territories and the Canadian average are for the university level (ISCED levels 5a/6).

Source: Table B.1.1.2.

Definitions, sources and methodology

Data refer to the 2007/2008 financial year (April 2007 to March 2008) and are based on the UOE data collection on education statistics administered by the OECD in 2010 (for more information, see Annex 3, www.oecd.org/edu/eag2011).

Expenditure by educational institutions per student at a particular level of education is calculated by dividing the total expenditure by educational institutions at that level by the corresponding full-time equivalent enrolment. Only educational institutions and programs for which both enrolment and expenditure data are available are taken into account. In accordance with the OECD definition provided in the data collection manual, debt servicing expenditures are excluded.

For Canada, financial data for elementary and secondary school levels are based on five Statistics Canada surveys: the Survey of Uniform Financial System – School Boards; the Elementary-Secondary Education Statistics Project (now known as the Elementary-Secondary Education Survey, ESES); the Survey of Federal Government Expenditures in Support of Education; the Survey of Financial Statistics of Private Elementary and Secondary Schools; and the Provincial Expenditures on Education in Reform and Correctional Institutions survey. The last two are now inactive, but the figures are estimated based on data from previous years.

The financial data obtained at the elementary and secondary levels are not divided by level. Given that salaries are the largest financial item, the expenditures are broken down by level based on an estimate of the payroll at each level. The ESESP does not provide details on teachers per level. The 2006 Census was used to determine, in each province and territory, the number of teachers who reported teaching at the elementary and secondary levels, as well as the average salaries they reported. Payroll was calculated by multiplying the number of teachers by the average salary.

The manner in which enrolment was weighted between elementary and secondary levels is implicit in the definition of secondary school, which varies from Grades 7 to 11 (Quebec), 8 to 12 (British Columbia), 9 to 12 (New Brunswick, Ontario and Manitoba), up to 10 to 12 (Newfoundland and Labrador, Prince Edward Island, Nova Scotia, Saskatchewan, Alberta, Northwest Territories, Yukon and Nunavut), given that teachers report whether they teach at the elementary or secondary level, and given that the definition of secondary school varies by province. A different weighting was applied when calculating the figures for Canada that appear in *Education at a Glance 2011: OECD Indicators*. In that publication, enrolment for Canada at the secondary level was defined as Grades 9 to 12. The weighting factors were based on public school enrolment (ESESP) in the 2007/2008 school year, and applied to the total weighted enrolment corresponding to the 2007/2008 financial year.

At the university level, the financial data were drawn from the Financial Information of Universities and Colleges Survey (FIUC), done in conjunction with the Canadian Association of University Business Officers (CAUBO), and the Survey of Federal Government Expenditures in Support of Education. The enrolment figures come from the Postsecondary Student Information System (PSIS); figures for the 2006/2007 and 2007/2008 school years were used. Enrolment was converted into full-time equivalents and the number of part-time students was divided by 3.5. Then the two school years were weighted to correspond to the 2007/2008 financial year (April 2007 to March 2008) by applying 5/12 of the first and 7/12 of the second.

For comparison with the OECD, expenditure in Canadian currency was converted into equivalent US dollars by dividing the national currency figure by the purchasing power parity (PPP) index for the gross domestic product (GDP). The PPP index was used because the market exchange rate is affected by many factors

(interest rates, trade policies, economic growth forecasts, etc.) that have little to do with current relative domestic purchasing power in different OECD countries. Expenditure data are not adjusted for the differences in the cost of living across the provinces and territories.

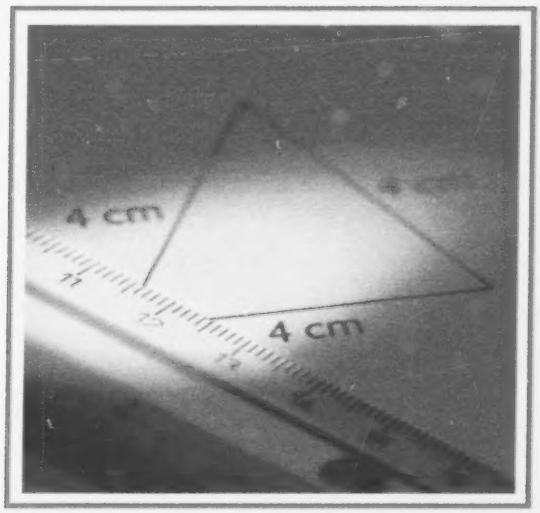
Educational services are the expenditure portion that covers the real mission of educational institutions, which is to provide education. There are also expenditures on auxiliary services, which have two main components: student welfare services (transportation, lodging and meals) and services for the general public (museums, radio and cultural programs).

Research and development includes subsidies received by the institution for research projects and an estimate of the proportion of other current expenditures allocated to research and development. It is important to note that the expenditure on research and development is estimated.[37] The notable differences observed between provinces when global expenditure is broken down into core services, research and development, and ancillary services can be partly explained by differences in the accounting of expenditures among the funds.

The OECD average is calculated as the simple average over all OECD countries for which data are available.

Note: The corresponding OECD indicator is B1, *How much is spent per student?*.

37. The methodology used to estimate research and development is explained in summary in the following document: *Science statistics: Estimates of Research and Development in the Higher Education sector, 2008–2009*, September 2010 edition, Catalogue number 88-001-X.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Expenditure on education as a percentage of GDP

B2

Context

This indicator provides a measure of the proportion of national wealth that is invested in educational institutions by linking public and private expenditures with gross domestic product (GDP).

Expenditure on education is an investment that can help foster economic growth and enhance productivity. Education contributes to personal and social development and reduces social inequality. The allocation of financial resources to educational institutions is a collective choice, made by government, business, and individual students and their families. It is partially influenced by the size of the school-age population and enrolment in education, as well as the country's relative wealth.

Observations

GDP allocated to educational institutions

With 6.0% of its GDP allocated to educational institutions in 2007, Canada devoted slightly more than the 5.9% average estimated by the Organisation for Economic Co-operation and Development (OECD), based on the member countries for which comparable data were available (Table B.2.1). Iceland, Korea, Norway, Israel, United States, Denmark, Chile, New Zealand, Belgium and Sweden devoted more of their GDP to educational institutions than did Canada. Estimates for several other OECD countries, France (6.0%), Finland (5.9%), Estonia (5.8%) and Mexico (5.8%) were similar to the figure for Canada.[38]

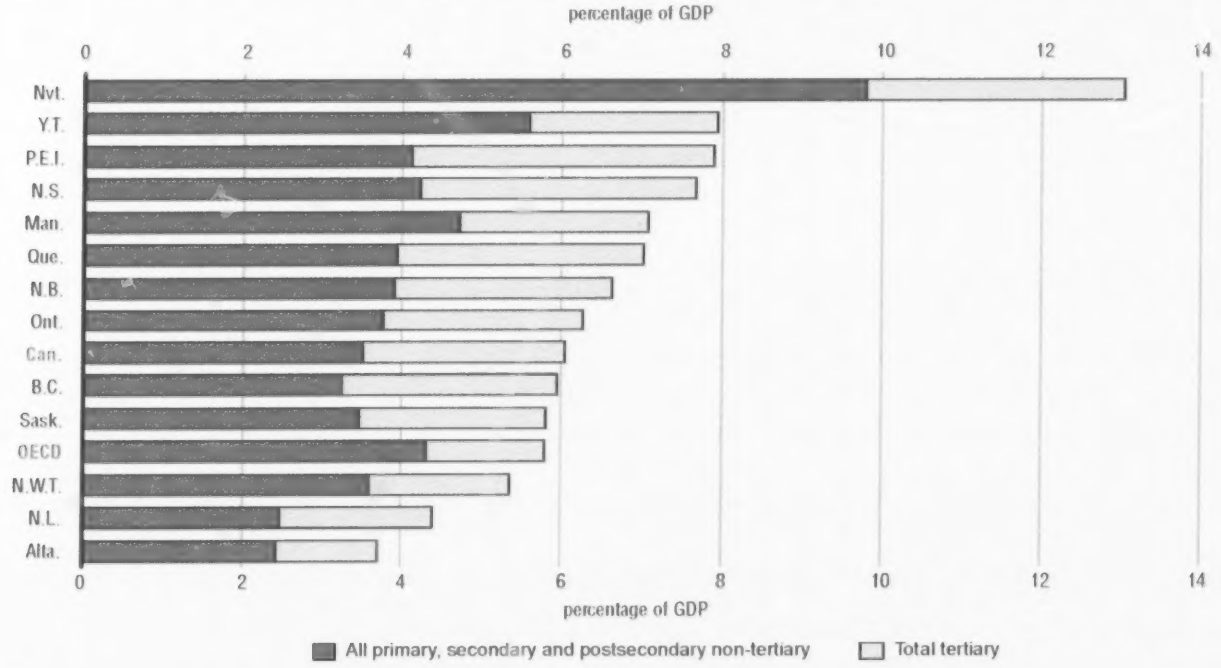
The financial commitment to educational institutions also varied from one province or territory to another (Chart B.2.1). While 3.7% of Alberta's GDP was invested in educational institutions in 2007, more than three times that proportion was invested in Nunavut (13.0%), and more than double was invested in Yukon, Prince Edward Island (7.9%) and Nova Scotia (7.7%). The proportion of provincial GDP invested in education in these jurisdictions not only exceeded the Canada-level average, but it was also higher than the OECD's overall average, as well as the OECD estimate for the United States (7.2%). Estimates for several other provinces—Manitoba, Quebec, New Brunswick and Ontario—were also higher than the Canada average (6.0%), while the estimates for British Columbia (5.9%) and Saskatchewan (5.8%)

38. The international data presented in this report reflect the figures available from the OECD at the time of writing; however, the OECD may have made further final adjustments. For more detailed information on the latest international statistics, please refer to *Education at a Glance 2011: OECD Indicators*, available on the OECD's Web site: www.oecd.org.

closely mirrored it, and the figure for the Northwest Territories was slightly lower (5.4%). In Newfoundland and Labrador (4.4%) and Alberta (3.7%), the proportion of GDP allocated to education was noticeably below the national figure. It should be noted, however, that in Alberta, the low relative proportion of GDP devoted to education cannot be attributed to low amounts allocated to educational institutions; instead, it is due to relatively high provincial wealth. Alberta's per capita GDP is almost twice that of Quebec's, but the amounts invested in education depend more on the number of students in the system than on the relative wealth of the province. On a per capita basis Alberta and Quebec invest nearly the same amounts in education.

Chart B.2.1

Public and private expenditure on educational institutions as a percentage of GDP, by level of education, 2007



Source: Table B.2.1.

Primary, secondary and postsecondary non-tertiary education

Overall, in the OECD countries, close to two-thirds of the expenditure on educational institutions was for primary, secondary and postsecondary non-tertiary education (Table B.2.1). This is not surprising, since primary and lower secondary education is compulsory and enrolments in upper secondary education are generally high. In Canada, 57.8% (3.5% of 6.0%) of the national wealth invested in education in 2007 was spent on these types of education, less than the 63.6% (3.8% of 5.9%) average for the OECD countries.[39]

39. Canada classifies expenditure by education level in a way that differs slightly from that of most other countries; that is, expenditure on pre-elementary education is grouped with expenditure at the elementary and secondary levels, while expenditure on postsecondary non-tertiary education (essentially technical and vocational training) is grouped with tertiary-type B expenditure. This should not affect comparability, however, since expenditure at the elementary and secondary levels is dominant.

In all provinces and territories, over half of the money spent on education in 2007 went towards primary, secondary and postsecondary non-tertiary education (Table B.2.1, column 2 as a percentage of column 9). Half of the provinces, Manitoba, Alberta, Ontario, Saskatchewan, New Brunswick, and the Northwest Territories exceeded the 57.8% average for Canada. Calculations for the remaining provinces reveal proportions below the Canadian average, ranging from 51.9% in Prince Edward Island to 56.5% in Newfoundland and Labrador. More than 70% of the spending on education in the Yukon and Nunavut was for primary, secondary and postsecondary non-tertiary education.

Share spent on tertiary education

In 2007, 42.2% (2.5% of 6.0%) of the share of the GDP that Canada invested in education was allocated to the tertiary sector (Table B.2.1, column 6 as a percentage of column 9). This means that, among the OECD countries, Canada, along with the United States (37.5%), allocated the largest share of education spending to tertiary education.

In Prince Edward Island, 48.1% (3.8% of 7.9%) of the money spent on education went towards tertiary education (Table B.2.1; Chart B.2.1). The figures for Newfoundland and Labrador, Quebec, Nova Scotia, and British Columbia were also above the Canada average of 42.2%. For New Brunswick and Saskatchewan, the corresponding estimates were close to the Canada average, while the estimates for Ontario, Alberta, Northwest Territories, and Manitoba were below the national average for 2007. With few schools at the tertiary level, the percentages spent for the Yukon and Nunavut were, as expected, well below the average for Canada, less than 30.0%.

Definitions, sources and methodology

This indicator shows expenditure (public and private) with regard to educational institutions as a percentage of gross domestic product (GDP), by level of education and for all levels of education combined.

"Expenditure on educational institutions" includes spending on both instructional and non-instructional educational institutions. *Instructional educational institutions* are entities that provide instructional programmes (e.g., teaching) to individuals directly in an organized group setting or through distance education.[40] *Non-instructional educational institutions* are entities that provide advisory, administrative or professional services to other educational institutions but do not enrol students themselves.

The financial data for Canada were drawn from seven Statistics Canada surveys[41] and exclude expenditure related to debt service. GDP data were provided by the System of National Accounts Branch. All data for Canada, the provinces and territories refer to the 2007 financial year. The OECD averages (for the 2008 financial year) are based on the UOE data collection on educational systems, conducted jointly by three international organizations (UNESCO, the OECD and Eurostat) and administered by the OECD in 2010.

Note: The corresponding OECD indicator is B2, *What proportion of national wealth is spent on education?*.

40. Business enterprises or other institutions providing short-term courses of training or instruction to individuals on a one-to-one basis are excluded.

41. Elementary-Secondary Education Statistics Project; Survey of Uniform Financial System – School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Financial Information of Universities and Colleges Survey; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; and Financial Statistics of Community Colleges and Vocational Schools.

33. $2x + y = 8$
$y + 2 = 0$
35. $x - y + 6 = 0$
$2x - y - 5 = 0$
37. $y = -2(4 - x)$
$y + 8 = 2x$
9. $\frac{1}{3}x + \frac{2}{9}y = 5$
32. $3x + y = 12$
34. $y = 3x - 2$
$y = 4$

Distribution of expenditure on education

B3

Context

This indicator outlines spending on education services and resources, identifying the proportion of budgets allocated to current and capital expenditures. A breakdown of current spending—compensation of teachers, other staff and other expenses—is also presented.

The distribution of expenditures may be influenced by a number of factors, including compensation for teachers, the generosity of pension plans, the size of the non-teaching staff, and the different needs for infrastructure. Budget allocation can affect the quality of services, the condition of equipment, and the ability of the education system to adapt to changes in enrolments. Both budgetary and structural decisions taken at the system level have repercussions extending into the classroom: they influence the nature of instruction and the conditions in which it is provided.

Observations

Current expenditure

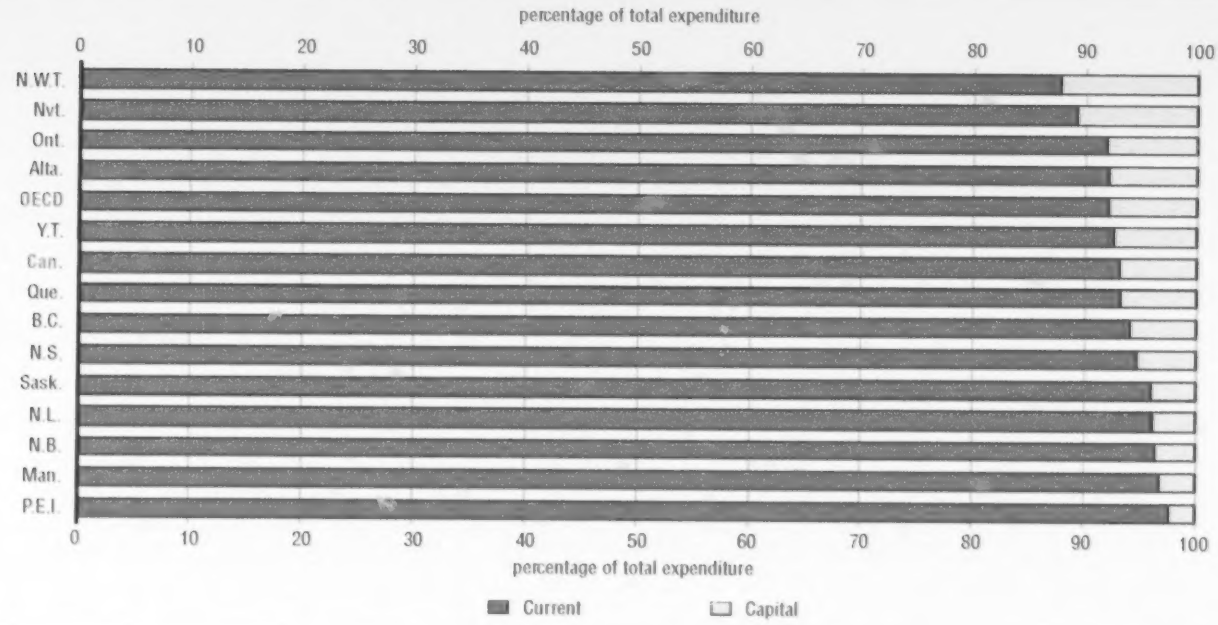
The proportions of education expenditure allocated to current spending were relatively high in Canada in 2007 (most recent data available[42]): 93% for primary, secondary and postsecondary non-tertiary education, and 90% for tertiary (Table B.3.1; Charts B.3.1.1 and B.3.1.2). These figures are fairly similar to the average proportions reported by the Organisation for Economic Co-operation and Development (OECD) for its member countries: 92% and 91%, respectively.[43,44] Current expenditure reflects spending on school resources that are used each year for the operation of schools.

The relatively high spending on current resources is also mirrored across the provinces and territories. The share of education spending allocated to current expenditure was close to or higher than 90% in both the primary, secondary, postsecondary non-tertiary and tertiary categories in almost all provinces and territories (Table B.3.1; Charts B.3.1.1 and B.3.1.2).

42. Due to early cut off dates for submission of data to the OECD, the figures for Canada presented in this report may not be the same as those published in the OECD's *Education at a Glance 2011: OECD Indicators*. The figures presented in this report represent the most recent available.
43. In Canada, however, expenditures for postsecondary non-tertiary education are aggregated with those for tertiary-type B (ISCED 5B) education. This is not expected to have a substantial effect on ratios or data comparability, considering the minimal relative weight of this expenditure.
44. The international data presented in this report reflect the figures available from the OECD at the time of writing; however, the OECD may have made further final adjustments. For more detailed information on the latest international statistics, please refer to *Education at a Glance 2011: OECD Indicators*, available on the OECD Web site: www.oecd.org.

Chart B.3.1.1

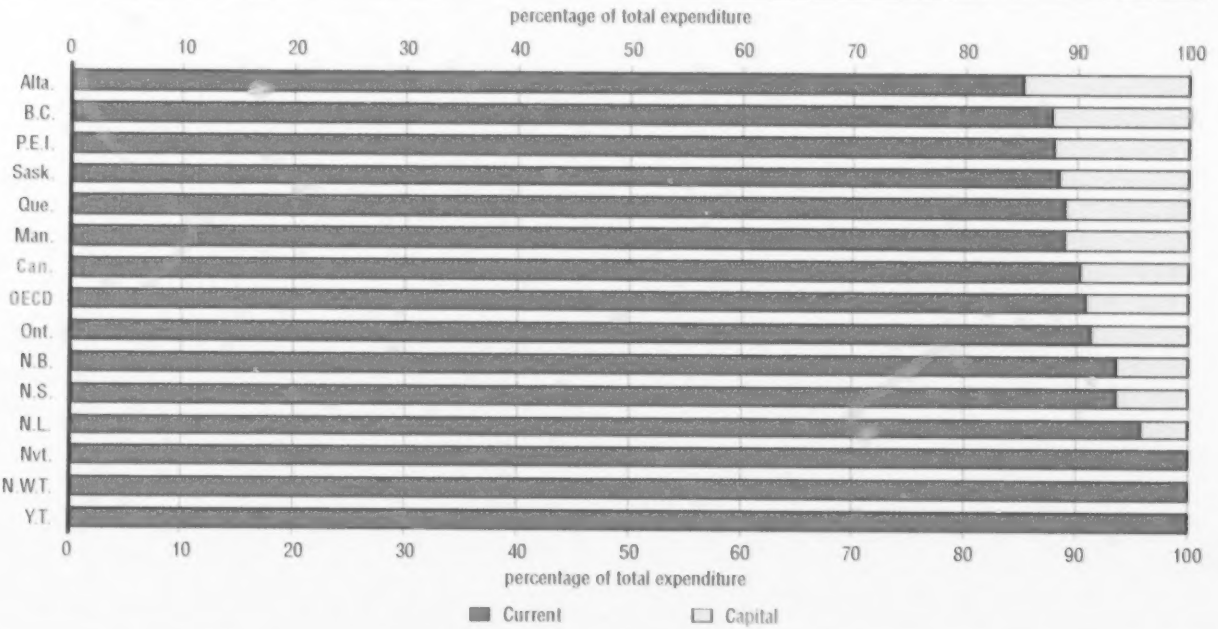
Distribution of total expenditure by educational institutions for primary, secondary and postsecondary non-tertiary education, 2007



Source: Table B.3.1.

Chart B.3.1.2

Distribution of total expenditure by educational institutions for tertiary education, 2007



Source: Table B.3.1.

According to recent data from the OECD, the relative share of current expenditure varied considerably from one country to another: from 82% in Luxembourg to 98% in Austria, Chile, and Portugal at the primary, secondary and postsecondary non-tertiary level, and from 79% in Spain to 95% or more in Belgium, Sweden, Finland, Denmark and Chile at the tertiary level.

Compensation of staff

Current expenditure is subdivided into three broad categories: compensation of teachers; compensation of other staff; and other current expenditure (teaching materials and supplies, regular maintenance and cleaning of school buildings, preparation of students' meals, and rental of school facilities). For primary, secondary and postsecondary non-tertiary education, the compensation of staff (78%)—particularly teachers (62%)—accounted for the largest proportion of current expenditure in Canada in 2007, a situation mirrored in the OECD countries in general (Table B.3.1; Chart B.3.2.1). At the tertiary level in Canada, 63% of current expenditure was devoted to compensation of all staff; 37%, to compensation for teachers (Chart B.3.2.2).

As was the case for Canada overall, the proportion of current expenditure allocated to compensation of all staff employed in education was larger for the primary, secondary and postsecondary non-tertiary category than for the tertiary category in all provinces and territories (Table B.3.1; Charts B.3.2.1 and B.3.2.2). The proportion in primary, secondary and postsecondary non-tertiary varied from 70% in the Yukon to 85% in Nunavut; for tertiary, figures ranged from 55% in the Northwest Territories to 67% in Quebec.

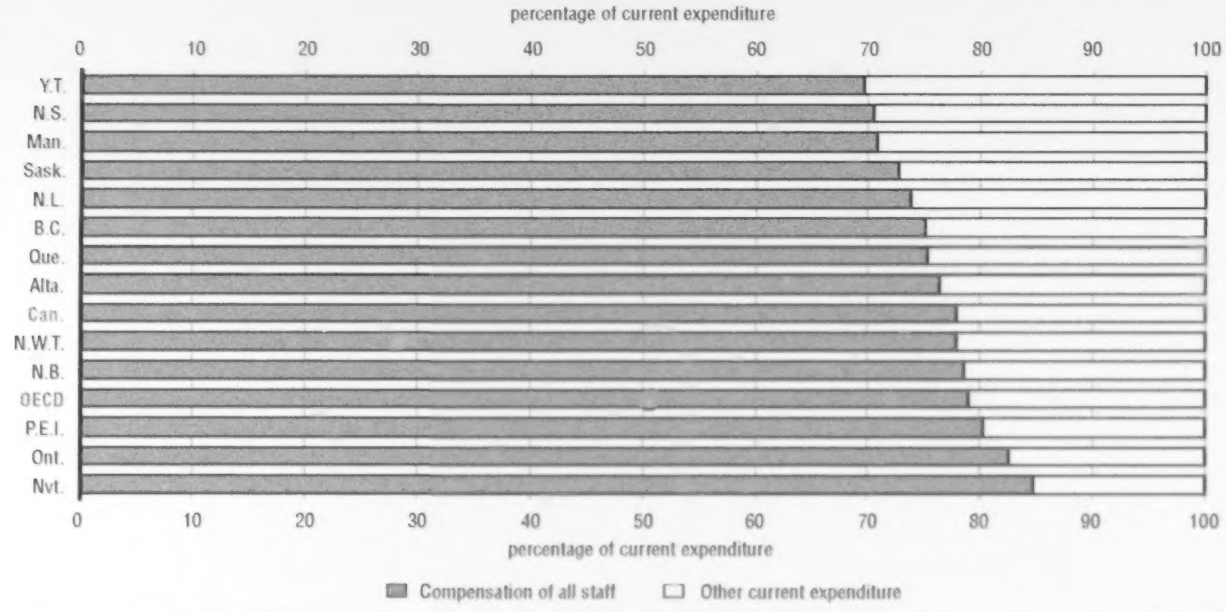
Capital expenditure

In Canada in 2007, 10% of education expenditure for tertiary education was allocated to capital expenditure; the OECD average was 9%. More than half of the provinces allocated a higher proportion of tertiary spending to capital expenditure than did Canada overall and OECD countries in general: Manitoba and Quebec (11%), Saskatchewan, Prince Edward Island and British Columbia (12%), and Alberta (15%). Capital expenditure reflects spending on assets that last longer than one year and includes spending on the construction, renovation and major repair of buildings.

For primary, secondary and postsecondary non-tertiary, the proportion of education spending allocated to capital expenditure was less than for tertiary education both in Canada (7%) and in OECD countries (8%) (Table B.3.1; Charts B.3.1.1 and B.3.1.2). This was also the case in most provinces; Newfoundland and Labrador, Nova Scotia, and Ontario, where the proportions of education spending allocated to capital expenditures were similar in both categories of education, were the exceptions. In all three territories, capital expenditures in primary, secondary and postsecondary non-tertiary education accounted for between 8% and 12% of total education expenditure but were negligible at the tertiary level.

Chart B.3.2.1

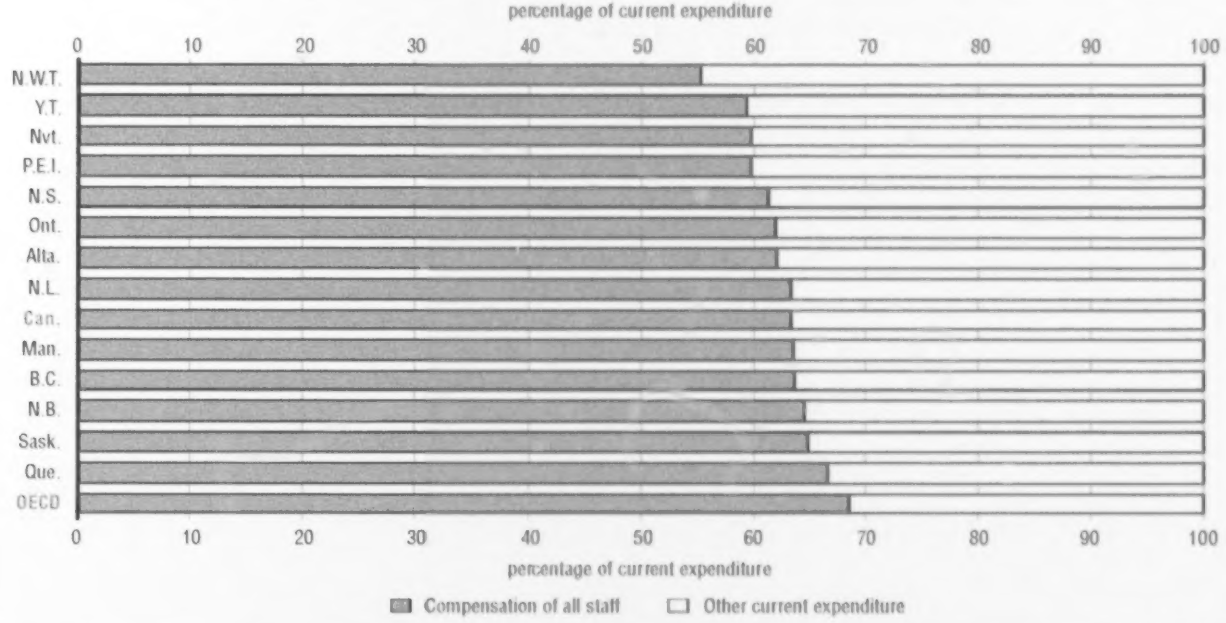
Distribution of current expenditure by educational institutions for primary, secondary and postsecondary non-tertiary education, 2007



Source: Table B.3.1.

Chart B.3.2.2

Distribution of current expenditure by educational institutions for tertiary education, 2007



Source: Table B.3.1.

Definitions, sources and methodology

This indicator shows the proportion of budgets allocated to current and capital spending at different education levels. Expenditures are based on accrual and cash (or fund) accounting, depending on the data source(s) used by the provinces/territories. It also shows the proportion of current expenditure allocated to compensation of teachers and of other staff, along with other current expenditure.

The distinction between current expenditure and capital expenditure is taken from the standard definition used in national income accounting. Current refers to resources used each year by institutions as they carry out their activities. Capital covers assets that last longer than one year, including spending on new or replacement equipment and construction or renovation of buildings. Neither takes expenditure related to debt service into account.

The data for Canada reflect the 2007 financial year, and figures were drawn from seven Statistics Canada surveys: the Elementary-Secondary Education Statistics Project (now the Elementary-Secondary Education Survey); the Survey of Uniform Financial System-School Boards; the Survey of Financial Statistics of Private Elementary and Secondary Schools; the Financial Information of Universities and Colleges Survey; the Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; and Financial Statistics of Community Colleges and Vocational Schools. Information for OECD member countries, and the OECD averages, refer to data for the 2008 financial year and are based on the data collection on educational systems conducted jointly by three international organizations—UNESCO, the OECD and Eurostat—and administered by the OECD.

Note: The corresponding OECD indicator is B6, *On what resources and services is education funding spent?*.

Chapter C

Access to education, participation and progression

International students

Context

C1

This indicator presents the proportions of international and foreign students enrolled in tertiary education in accordance with the three International Standard Classification of Education (ISCED) categories,[45] which represent enrolments in colleges and universities.[46] Changes in the number of international and foreign students over time are also presented.[47]

Students choose to pursue their education abroad for many reasons. Some may do so because they wish to explore different cultures, societies and languages while improving their employment prospects. Others, particularly those in developing countries, may actually need to leave their home country to pursue a tertiary education. Growing recognition of the importance of tertiary education as a determinant of higher earnings and employability has led to a growing demand, one that educational institutions in some countries may find difficult to meet. At the same time, the globalization of markets has increased demand for workers with broader knowledge and competencies, with work increasingly performed by teams that span regions and countries.

International students are generally well received because they represent an additional source of revenue for the institutions they attend. They may also contribute to the viability of programs when the domestic student base is somewhat limited. In Canada, as in other countries that belong to the Organisation for Economic Co-operation and Development (OECD), many institutions and governments are now actively marketing their educational programs to attract such students. In addition to the economic benefits they may provide, international and foreign students also add to the social and cultural dimensions of the communities in which they study. They may become future citizens, or they may become unofficial ambassadors when they return home.

45. Please see the "ISCED classification and descriptions" section in this report's Notes to readers for brief descriptions of the ISCED categories.
46. In Canada, universities are located in the 10 provinces; there are no universities in the territories.
47. For a related discussion, see Indicator A3, Tertiary graduation, which presents information on the impact of international students on tertiary graduation rates for the OECD, Canada, the provinces and territories.

Observations

Proportion of international students in tertiary education

In Canada, international students accounted for 6.4% of all students enrolled in tertiary education in 2008, a proportion fairly similar to the average for OECD countries (6.7%) (Table C.1.1).[48] For Canada, the concept of "international students" includes students who are not Canadian citizens and who do not hold a permanent residency permit in Canada (please see the "Definitions sources and methodology" section of this indicator for the detailed definition).

Across the provinces, there was little variation in the proportion of international students enrolled in the tertiary education systems, with the proportion falling within 1.5 percentage points of the Canada average in seven provinces. In Prince Edward Island (11.8%), New Brunswick (9.7%), British Columbia (8.2%), Nova Scotia (7.6%) and Manitoba (7.2%) international students accounted for a higher share of total tertiary enrolment than in Canada and OECD countries in general. The figures for Canada were drawn from the Postsecondary Student Information System (PSIS) (for more information see the "Definitions, sources and methodology" section for this indicator, as well as the "ISCED classifications and descriptions" for PSIS in the **Notes to readers** section).

International students and type of tertiary education

In Canada, international students accounted for one-fifth (20.2%) of the enrolment in ISCED 6 (advanced research programmes), a much higher proportion of enrolment than in ISCED 5A (tertiary-type A) (6.9%) and ISCED 5B (tertiary-type B) (3.8%) programmes.[49] This pattern is evident in almost all provinces (Table C.1.1; Chart C.1.1). Correspondingly, across the OECD countries in general, 17.5% of students in advanced research programmes were international students, as were 6.8% of tertiary-type A and 3.6% of tertiary-type B students. While patterns vary across OECD countries, in some countries, like Australia (a key competitor to Canada in the market for international students), high proportions of international students are enrolled in both tertiary-type A (21.7%) and advanced research programmes (26.3%).

Like Canada, all provinces but Nova Scotia registered a higher proportion of international students in advanced research programmes (ISCED 6) than OECD countries in general (17.5%). When compared with individual OECD member countries, Prince Edward Island, Saskatchewan, Manitoba, and Newfoundland and Labrador placed among those with the highest proportions of international students in advanced research programs: Switzerland (47.0%), United Kingdom (42.5%), New Zealand (34.5%). It should be noted that other Canadian provinces, despite registering lower proportions of international students, in fact, enrol higher absolute numbers of international students than the aforementioned provinces. For instance, the large

48. The international data presented in this report reflect the figures available from the OECD at the time of writing; however, the OECD may have made further final adjustments. For more detailed information on the latest international statistics, please refer to *Education at a Glance 2011: OECD Indicators*, available on the OECD's Web site: www.oecd.org.

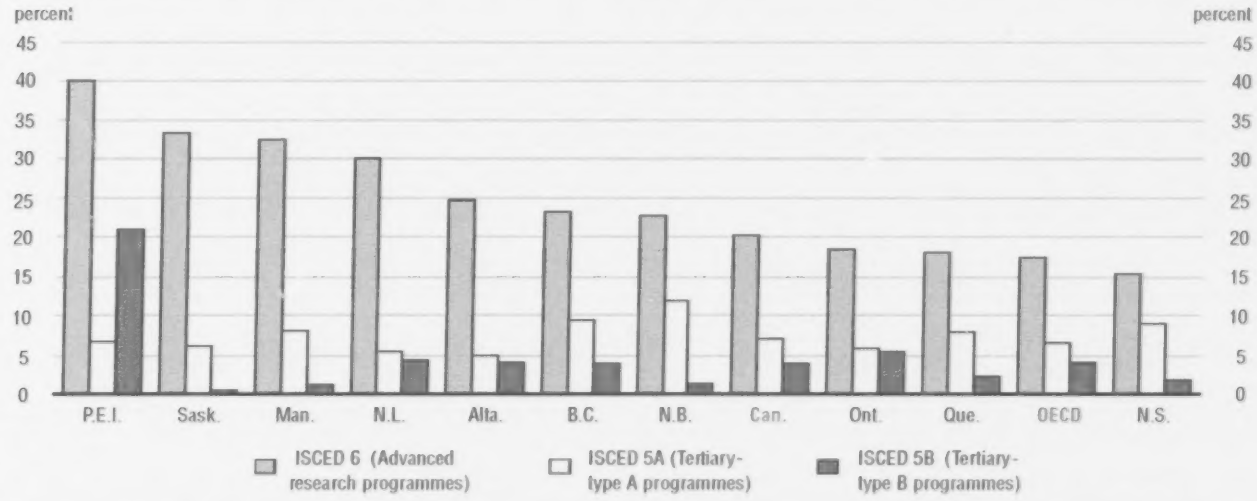
49. Although international students account for a larger share of students at the ISCED 6 (doctoral) level, a recent article from Statistics Canada indicates that between the early 1990s and 2008, there was a shift in the level of studies pursued by international students coming to Canada. The percentage of international students in Canada who pursued an education at the bachelor's level rose between 1992 and 2008 while it remained steady at the master's level and declined at the doctoral level. This shift toward a greater proportion of international students in Canada enrolling in a first degree program is masked by large increases in the overall numbers of students at the undergraduate level. For the complete article, see "A changing portrait of international students in Canadian universities" in *Education Matters: Insight on Education, Learning and Training in Canada* (Statistics Canada, Catalogue no. 81-004; Volume 7, number 6).

majority of all international PhD students in Canada (almost 70%) attend postsecondary institutions in either Ontario or Quebec.

Generally, there was less variation across the provinces in the proportion of international students enrolled in the ISCED 5A and 5B programmes. In all provinces, they accounted for between 4.9% and 11.8% of tertiary-type A students, with New Brunswick, British Columbia and Nova Scotia registering the highest proportions. With respect to tertiary-type B programs, international students accounted for less than 5.4% of all students. The exception is Prince Edward Island, where 21.0% of tertiary type B students were from abroad in 2008 (Table C.1.1; Chart C.1.1).

Chart C.1.1

Percentage of international students in tertiary enrolments, by level of education, 2008



Source: Table C.1.1.

Change in the number of foreign students

The number of international students[50] who were pursuing tertiary programmes in the country rose by 8.8% a year on average between 2001 and 2008 (Table C.1.1), with four provinces reporting higher average annual growth rates than the Canada average. During this period, the number of international students rose on average annually by 25.6% in Prince Edward Island, 18.1% in Manitoba, 17.7% in Newfoundland and Labrador and 12.7% in Ontario, while the rate for all other provinces varied between 0.0% and 8.2%.

Origins of international students in Canada

In 2008, the largest group of international students in Canada were from Asia; they accounted for almost half (47.2%) of all international students enrolled at the tertiary level. Students from China represented the largest group of international students

50. The OECD at this time presents a time series for foreign students, but the preferred statistic from the Canadian perspective is the change in the number of international students.

from a single country of origin, accounting for 21.4% in Canada, followed by students from the United States (9.1%), France (6.4%), and India (3.7%).[51]

Stay rate of international students in Canada

The ability for a country to retain international students is a concept that also holds significant policy relevance in several countries including Canada. *Education at a Glance* (EAG) 2011 reports on the concept of "stay rate," which is the proportion of international students who change their student status to that of another residence status either during their studies or upon graduation. As reported, Canada's stay rate is high in comparison with several other OECD member countries; in 2008, the stay rate reached 33%.

Definitions, sources and methodology

This indicator examines the proportion of international and foreign students in the different categories of tertiary education. It also provides insight into the change in the number of international and foreign students between 2001 and 2008.

International students are those who, for the specific purpose of pursuing their education, go to a country other than their country of residence or the country in which they were previously educated. These students may be defined on the basis of either the country of which they were permanent residents or the country in which they were previously educated (regardless of their nationality). In Canada, this concept includes students who are not Canadian citizens and who do not hold a permanent residency permit in Canada. *Foreign students* are those who are educated in a country for which they do not hold citizenship. In Canada, as in other countries, this concept covers all students who are not Canadian citizens (it therefore includes permanent residents). International students are therefore a subset of foreign students.

The proportion of international students at a given education level is obtained by dividing the number of students who are not Canadian citizens and who are not permanent residents of Canada by the total number of students at that level, and multiplying this ratio by 100. The proportion of foreign students at a given education level is obtained by dividing the number of students who are not Canadian citizens by the total number of students, and multiplying this ratio by 100. The total number of students includes all individuals educated in Canada, whether they are Canadian citizens or foreign nationals, but it excludes all Canadian citizens who are educated abroad.

The Canadian data were drawn from Statistics Canada's Postsecondary Student Information System (PSIS), which only covers public postsecondary institutions. As not all institutions currently provide data to PSIS, results for some jurisdictions rely in part on estimates submitted to the institutions for validation. The data on foreign students and international students reflect the 2008/2009 academic year (2007/2008 for Canada) and are drawn from the UOE collection of statistical data on education, which was carried out by the OECD in 2010. In Canada and other OECD countries, domestic and international students are usually counted on a specific day or period of the year (e.g., the PSIS enrolment data reflect the number of students who were doing courses on October 31, 2007, for the academic year 2007/2008). This procedure may not capture the total number of international students as some students may study abroad for less than a full academic year (e.g., those that enter in the winter or spring terms).

Note: The corresponding OECD indicator is C3, *Who studies abroad and where?*.

51. See *Education at a Glance 2011: OECD Indicators*, Table C3.2, Distribution of international and foreign students in tertiary education, by country of origin (2009). For other information on this topic, including the changing pattern of regions of origin over time, see "A changing portrait of international students in Canadian universities" in *Education Matters: Insight on Education, Learning and Training in Canada* (Statistics Canada, Catalogue no. 81-004; Volume 7, number 6).

Transitions to the labour market

C2

Context

This indicator focuses on transitions from education to the working world. The percentages of individuals between 15 and 29 years of age who are considered to be "in education" or "not in education" are presented, along with their respective employment situations. Such information can be helpful in understanding how young people may combine school and work, as well as some of the transitions between the two.

In most Organisation for Economic Co-operation and Development (OECD) countries, including Canada, education policymakers strive to encourage young people to complete at least their secondary education. Recognition of the importance of postsecondary education for economic and social success—both for individuals and society—is also increasing. However, the decisions that young people make regarding their education may be influenced by economic conditions; for example, they may be inclined to leave school and enter the work force when the labour market is strong, and then continue their education when the labour market is weaker. Since many jobs now require more specialized knowledge than ever before, individuals with lower educational attainment are often comparatively disadvantaged.

Observations

In education, not in education

In 2009, according to data from the Labour Force Survey (LFS), the majority of 15- to 19-year-olds in Canada (80%) were still involved in education (Table C.2.1). This means, however, that the remaining 20% of these youth—one in five—were no longer pursuing a formal education, or were considered to be "not in education" at this time (Chart C.2.1). The figure may seem somewhat high at first glance, given that school attendance is compulsory until at least age 16 in most of Canada and until age 18 in Ontario and New Brunswick. However, this "not in education" category should not be considered to represent a "drop-out" rate for these young people, as many in this 15-to-19 age group may have actually graduated from high school but not pursued any further education.

Among OECD countries, an average of 16% of 15- to 19-year-olds were not in education—similar to the estimate recorded for the United States (15%).[52] In comparison with Canada (at 20%), however, few other OECD countries had similarly

52. The international data presented in this report reflect the figures available from the OECD at the time of writing; however, the OECD may have made further final adjustments. For more detailed information on the latest international statistics, please refer to *Education at a Glance 2011: OECD Indicators*, available on the OECD's Web site: www.oecd.org.

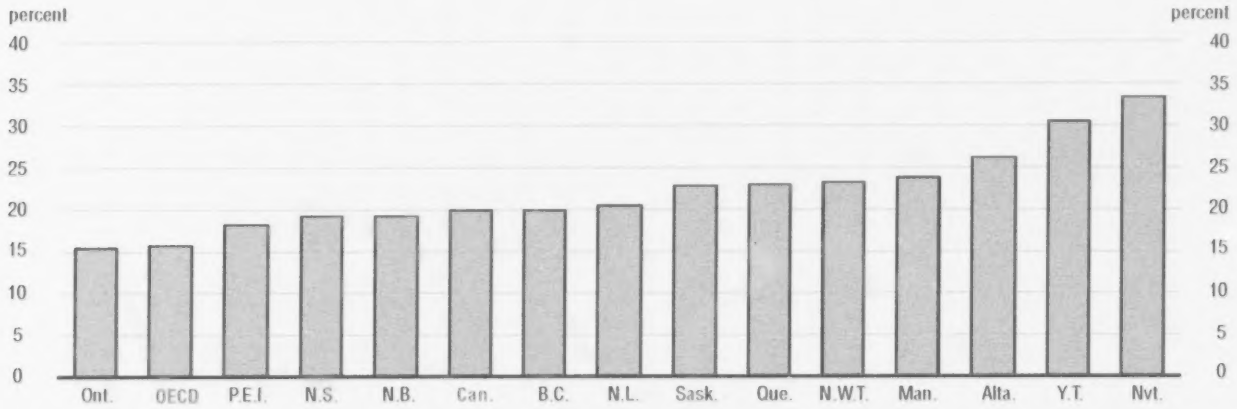
high, or higher, proportions of young people "not in education."[53] Norway and Spain, with 19% and 20%, respectively, reflected a situation similar to that of Canada's in 2009, as did Australia and the United Kingdom (22%). Only Israel (31%), New Zealand (27%), Mexico (39%) and Turkey (44%) registered proportions that were above these figures.

The proportion of Canadian 15- to 19-year-olds "in education" remained quite stable over the 1999-to-2009 period, at around 80% (Table C.2.2). In the OECD countries overall, the corresponding proportion rose from 80% in 1999 to 84% in 2009, indicating the growing recognition among today's youth that staying in school is important to their future.

The proportion of young people aged 15 to 19 who were "not in education" varied from one province to another in 2009, from 15% in Ontario to 26% in Alberta (Table C.2.1; Chart C.2.1). Differences in the condition of provincial labour markets (including unemployment rates) may explain some of the inter-provincial differences in youth participation in education. The corresponding estimates for the territories were also high, between 23% and 33%.

Chart C.2.1

Percentage of 15- to 19-year-olds not in education (employed, unemployed, and not in the labour force), 2009



Source: Table C.2.1.

53. Data presented in Indicator A1 show that the attainment level of Canada's population as a whole is high relative to the OECD average. A recent Canadian study has also demonstrated the importance of "second-chance" programs in addressing the needs of the 20% who have left education between the ages of 15 and 19. While a portion of these individuals will have completed high school by age 19, others will have left early, without a high school credential. See *Interrupting High School and Returning to Education*, a Pan-Canadian Education Indicators Program (PCEIP) fact sheet, based on data from the Youth in Transition Survey (YITS) (released April 29, 2010, Statistics Canada Catalogue no. 81-582-X; available free on the Statistics Canada Web site at www.statcan.gc.ca).

Employability affected

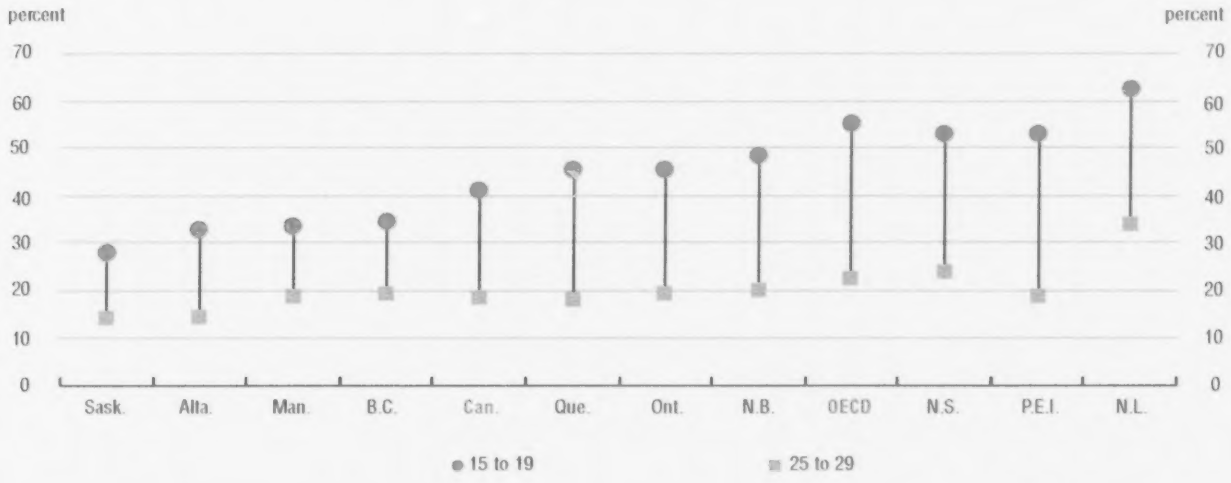
Owing to their youth, teens aged 15 to 19 often have both lower educational attainment and less work experience than young adults in their twenties. Those in the younger group who are not in school are more likely to be unemployed or not in the labour force (not looking for a job and not employed). These characteristics—being neither in employment nor in education or training (the NEET group)—identify a population of significant policy concern in OECD countries. In Canada in 2009, among 15- to 19-year-olds, about 3% were unemployed and "not in education" (Table C.2.1) and approximately 5% were "not in the labour force," meaning that they were not looking for a job, so were neither employed nor unemployed. When taken together and considered as a proportion of the 15- to 19-year-olds who were "not in education", the "non-employed" group (the unemployed together with those not in the labour force) accounted for 41% (Chart C.2.2; calculated using figures from Table C.2.1). This compares with about 19% among young people aged 25 to 29—a considerable difference. The rather wide gap of close to 23 percentage points indicates the relative difficulty that the younger group, which has lower educational qualifications, may encounter in finding employment or keeping a job.

Although any young adult who is no longer pursuing an education may face some problems with employability, it appears that Canada's 15- to 19-year-olds may fare slightly better than their counterparts in other OECD countries in terms of moving into the labour market. According to the latest OECD averages, the percentages of "non-employed" (i.e., the unemployed and those not in the labour force) for the 15-to-19 and 25-to-29 age groups were 53% and 23%, which yields a 30-percentage-point gap, notably higher than the approximately 23-point difference in Canada (Chart C.2.2). This indicates that, in Canada versus other countries, the 15- to 19-year-olds who are not in education are in a relatively stronger position than in some other countries when compared against those aged 25 to 29, who have likely attained a higher level of education. So, even though Canada has more not-in-education youth than other OECD countries, these 15- to 19-year-old Canadians seem to fare better in terms of integrating into the labour market.

Such estimates for the provinces also indicate some differences in the position of young adults in this non-employed, not-in-education category. For example, when compared against 25- to 29-year-olds, the 15- to 19-year-olds in Western Canada are in a relatively stronger position than their age-group counterparts in the east (Chart C.2.2). The 2009 percentage-point differences between the two young adult age groups range from around 14 to 18 in the four western provinces, and from around 27 to 34 in the remaining provinces. This, in combination with the relatively high employment rates for not-in-education 15- to 19-year-olds seen in the west (Chart C.2.3), indicates potentially stronger employability for this group in provincial labour markets that tend to attract more young people.

Chart C.2.2

Not in education, non-employed individuals aged 15 to 19 and 25 to 29 as a proportion of those not in education, 2009



Note: These figures were calculated by adding the percentages of individuals for the age group in the "not in education" category who were "unemployed" or "not in the labour force" (who comprise the non-employed), then dividing by the total percentage of individuals for the age group "not in education", and multiplying by 100.

Source: Table C.2.1.

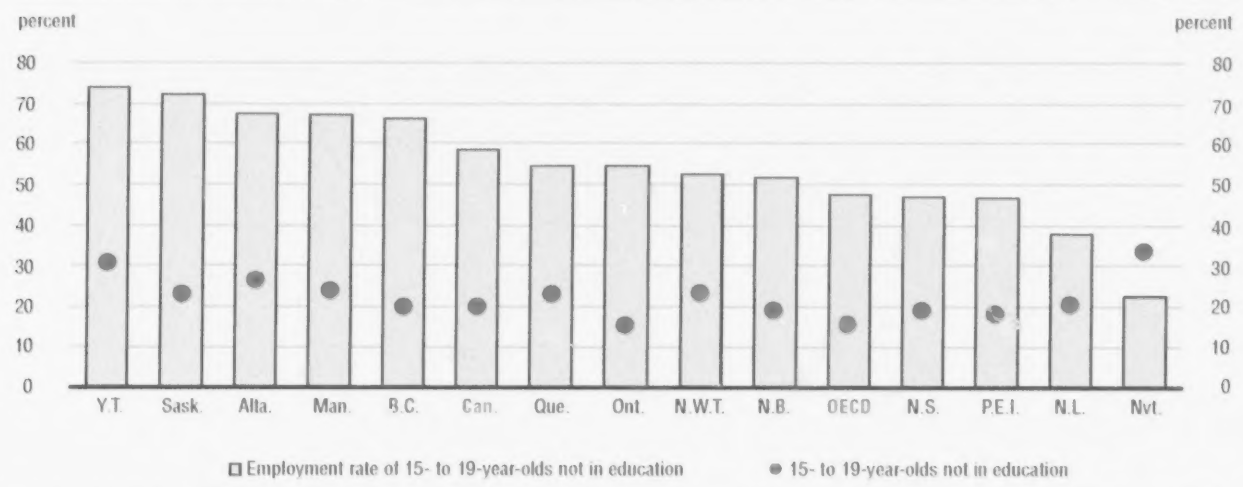
Employment rates

An examination of employment rates among "not-in-education" Canadians aged 15 to 19 again reveals that the country fares well when placed among other OECD member countries. Considering the percentage of employed 15- to 19-year-olds in Canada (12%) as a proportion of the total for these ages who were no longer in education (20%) reveals an employment rate of 58% in 2009 (Chart C.2.3; calculated using figures from Table C.2.1). The latest comparable OECD employment rate for this group of 15-to-19-year-olds, 47%, is based on data from the member countries for which comparable data were available. In the United States, the rate was lower, at 42%, while the figures for the United Kingdom (56%) and Austria (59%) were similar to the rate for Canada. With its employment rate of 62% for 15- to 19-year-olds who were not in education, Australia fared better.

As observed with respect to the OECD countries, some provinces seem more successful than others in meeting the challenge of integrating young adults with relatively low educational attainment into the labour force. In the western provinces, the association of relatively high employment rates (approaching or around 70%) and relatively high proportions of young people not in education indicates that labour markets with shortages can draw and employ young people regardless of their educational attainment (Chart C.2.3). The situation in the other provinces appears more typical of the difficulties young people may expect when leaving the education system early, while the patterns in the three territories are somewhat different and not unexpected for the Canadian North.

Chart C.2.3

Percentage of 15- to 19-year-olds not in education and their employment rate, 2009



Note: The employment rate was calculated by dividing the percentage of employed 15- to 19-year-olds who were not in education by the total percentage of 15- to 19-year-olds not in education and multiplying by 100.

Source: Table C.2.1.

Definitions, sources and methodology

The indicator is calculated using cross-tabulations for the following variables: school attendance, labour force status, and age. Individuals are categorized by their education status (in education or not in education) and their labour force status (employed, unemployed, or not in the labour force). Distributions are shown for three separate young adult age groups: 15 to 19; 20 to 24; and 25 to 29). Some historical data are also presented.

The "in education" group captures both full- and part-time students, while "not in education" portrays those who are no longer pursuing a formal education. Employment status is based on International Labour Organization (ILO) guidelines. The *employed* are defined as those who during the survey reference week: (i) work for pay (employees) or profit (self-employed and unpaid family workers) for at least one hour; or (ii) have a job but are temporarily not at work (through injury, illness, holiday, strike or lock-out, educational or training leave, maternity or parental leave, etc.). The *unemployed* are defined as individuals who are, during the survey reference week, without work, actively seeking employment and currently available to start work. And *not in the labour force* captures individuals who are not working and who are not unemployed; i.e., individuals who are not looking for a job.

The data were obtained from Statistics Canada's Labour Force Survey (LFS), and they cover the first quarter or the average of the first three months of the calendar year, which excludes summer employment. The LFS does not collect data on official work-study programmes in which students might participate; in Canada, these would be considered education in the form of a co-op or student intern programme.

Note: The corresponding OECD indicator is C4, *Transition from school to work: where are the 15-29 year-olds?*.

Chapter D

The learning environment and organization of schools

Instruction time

Context

This indicator examines the amount of time, as established in public regulations, that Canadian students aged 7 to 15 must spend in class. More precisely, this indicator shows the annual number of hours of compulsory and intended instruction time in the curriculum for students aged 7 to 8, 9 to 11, 12 to 14, and at the age of 15. This information is for Canadian public institutions in 2009 (the 2008/2009 school year). Data are presented for Canada, and for the provinces and territories.[54]

Instruction time in formal classroom settings accounts for a large portion of the public investment in student learning and is a central component of effective schooling. The amount of instruction time available to students is the amount of formal classroom teaching they receive and can therefore determine their opportunities for effective learning. It is also central to education policy decision-making. Matching resources with students' needs and making optimal use of time are major challenges for education policy. The main costs of education are the use and deployment of teacher resources, institutional maintenance and other educational resources. The length of time during which these resources are made available to students (as partly shown in this indicator) is thus an important factor influencing the budget in education.

In combination with the information on teachers' salaries presented in Indicator D2, this indicator on instruction time contributes to the development of a set of key measures for full-time teachers in public institutions that, in turn, contribute to expanding the context for quality of instruction and understanding certain aspects of education processes.

D1

Observations

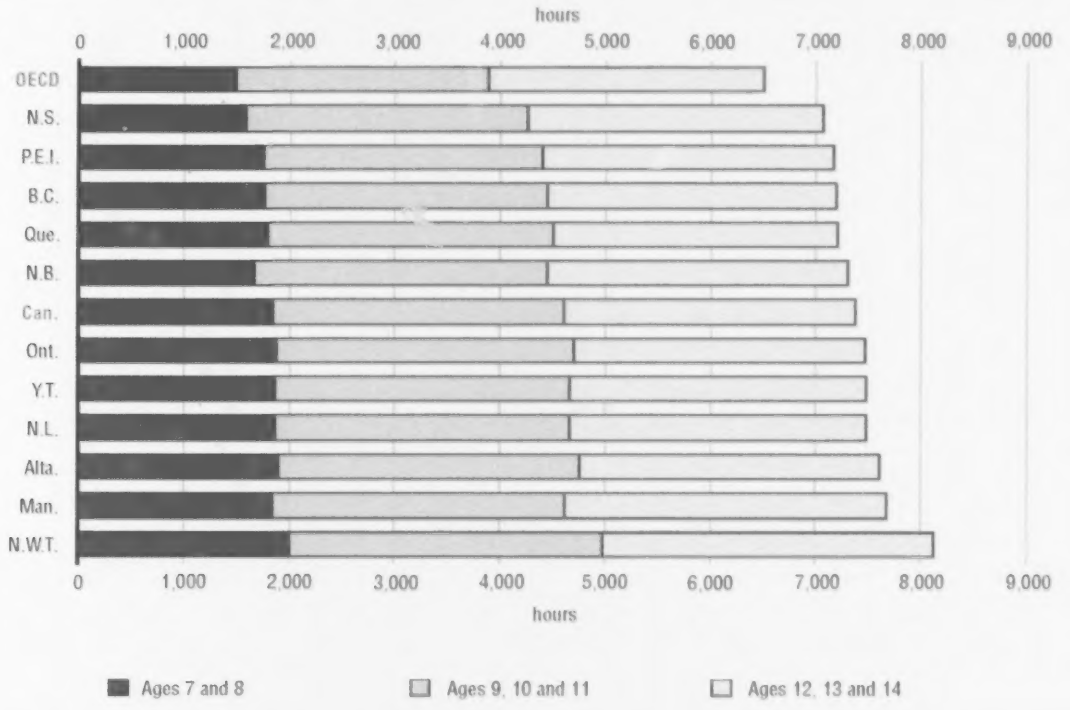
Total intended instruction time is an estimate of the number of hours during which students are taught in both compulsory and "optional" courses, which also fall under compulsory.

In Canada in 2009, the total compulsory instruction time in formal classroom settings was 7,377 hours, on average, between the ages of 7 and 14, which generally covers five of the six years of primary studies and three years at the lower secondary level: 1,837 hours between the ages of 7 and 8; 2,768 hours between the ages of 9 and 11; and 2,771 hours between the ages of 12 and 14. By comparison, total compulsory instruction time for the OECD countries for which data were available was 6,497 hours, or close to 900 fewer hours than the average total compulsory instruction time in all public institutions in Canada during the 2008/2009 school year (Chart D.1.1).

54. Data for the 2008/2009 school year were not available for Saskatchewan and Nunavut.

Chart D.1.1

Total number of cumulative compulsory instruction hours in public institutions from age 7 through 14, Canada, 2009



Note: Data for Saskatchewan and Nunavut are not available.

Source: Table D.1.1.

Determining total instruction time is a provincial or territorial responsibility in Canada. Choices relative to the average annual number of compulsory and intended hours in a curriculum thus reflect priorities for the education that students receive at different ages. Total compulsory instruction time for students aged 7 to 14 varies by province and territory (Chart D.1.1). In 2009, it was lower than the Canadian average of 7,377 hours in Prince Edward Island (7,169 hours), Nova Scotia (7,061 hours), New Brunswick (7,313 hours), Quebec (7,200 hours) and in British Columbia (7,184 hours), but higher than the average in Newfoundland and Labrador (7,480 hours), Ontario (7,458 hours), Manitoba (7,678 hours), Alberta (7,600 hours), Yukon (7,479 hours), and in the Northwest Territories (8,120 hours).

In the case of 15-year-old students who were registered in typical programmes for this age group (in general, this corresponds to the first year of upper secondary level), the average annual number of hours of compulsory instruction time was 921 hours in Canada, which represents about 19 hours more than the total time of compulsory instruction time in the OECD countries in 2009. Total compulsory instruction time was below the Canadian average of 921 hours in only three provinces: 880 hours in Prince Edward Island, 900 hours in Quebec, and 880 hours in Ontario. Total compulsory instruction time was above the Canadian average in all other provinces and territories in Canada (Table D.1.1).

Intended instruction time is an important indicator of students' opportunity to learn and of the public resources invested in education. This indicator captures intended instruction time, as established in public regulations, as a measure of exposure to learning in formal classroom settings, which includes compulsory and non-compulsory instruction time, if present. It does not show the actual number of hours of instruction received by students and does not cover learning outside of the formal classroom setting.

There was no difference between the average number of compulsory and intended hours in the curriculum for 7- to 14-year-old students and 15-year-old students in Canada in 2009 (Table D.1.1). This seems to indicate that, in Canada, in all of the provinces and territories, all "optional" courses actually fall under the compulsory instruction time category. Choice of courses, if there is any at the ages concerned, is made within the time allotted to compulsory instruction. This is also the case in other OECD countries, such as Australia, the Czech Republic, Denmark, England, Estonia, Germany, Greece, Iceland, Japan, Korea, Luxembourg, Mexico, the Netherlands, Norway, Slovenia, Spain and Sweden.

Definitions, sources and methodology

Data on instruction time are from the 2010 OECD-INES Survey on Teachers and the Curriculum and refer to the 2008/2009 school year. Instruction time for 7- to 15-year-olds refers to the formal number of 60-minute hours per school year organized by the school for class instructional activities for students in the 2008/2009 reference year. Hours lost when schools are closed for statutory holidays are excluded.

Compulsory instruction time refers to the amount and allocation of instruction time that almost every public school must provide and almost all public-sector students must attend. The total compulsory curriculum comprises the compulsory core curriculum, as well as the compulsory flexible curriculum.

Intended instruction time refers to the number of hours per year during which students receive instruction in the compulsory and non-compulsory parts of the curriculum. Intended instruction time does not include non-compulsory time outside the school day, homework, individual tutoring, or private study done before or after school.

The average for Canada is calculated by weighting the figures of provinces and territories by the population of children in the respective age groups (7 to 8, 9 to 11, 12 to 14, and 15) in each jurisdiction. All jurisdictions except Saskatchewan and Nunavut are taken into account in the Canadian average.

In Table D1.1, typical instruction time for 15-year-olds refers to the programme in which most students at this age are enrolled. When vocational programmes are also taken into account in typical instruction time, only the school-based part of the programme should be included in the calculations.

Table 1

Calculation of instruction time by jurisdiction

Jurisdiction	Source/Notes on calculation of instruction time
Newfoundland and Labrador	The *Schools Act* sets the minimum instruction hours per day (kindergarten is 2.5 hours, Grades 1 to 3 is 4 hours and Grades 4 to 12 is 5 hours). The collective agreement between the province and the teachers' association allows schools to provide up to a maximum of 5 hours of instruction per day for Grades 1 to 3. Compulsory and intended instruction time is 5 hours of instruction time per day multiplied by the number of instruction days (187) in a year.
Prince Edward Island	Instruction time for ages 7 to 14 are total minutes per day devoted to a subject multiplied by 185 (instructional days per year). Minutes per day for each subject are set in provincial documents: *A Flexible Integrated Model* and *Minister's Directive No. MD 99-05: Intermediate School Subject Time Allotments.* Instruction time for age 15 is based on 8 credits at 110 hours per credit as set in *Minister's Directive No. MD99-01: Senior High School Graduation Requirements.*
Nova Scotia	The ministerial *Education Act Regulations* set the minimum instruction time per day as 4 hours for Grades Primary to 2 and 5 hours for Grades 3 to 12; instruction time includes recess for Grades Primary to 6. Compulsory and intended instruction time is calculated based on the minimum instruction time per day (less 15 minutes per day for recess for ages 7 to 11) multiplied by the number of instructional days (187) per year.
New Brunswick	Instruction time is based on the minimum number of hours of instruction per day set in the New Brunswick Regulation 97-150 under the *Education Act* (4 hours per day for kindergarten to Grade 2, 5 hours per day for Grades 3 to 8, 5½ hours per day for Grades 9 to 12). Compulsory and intended instruction time is the minimum instruction time per day multiplied by the number of instructional days (185) per year.
Quebec	Compulsory and intended instruction time is based on the suggested number of hours for compulsory subjects in elementary and secondary, outlined in the *Basic School Regulation for Preschool, Elementary and Secondary Education.*
Ontario	*Ontario Regulation 298* states that the length of the instructional program of each school day for pupils of compulsory school age should be not less than 5 hours a day. This excludes recess and scheduled intervals between classes. For ages 7 to 13 compulsory and intended instruction time is 5 hours of instruction multiplied by 188 instructional days per year. For ages 14 to 15, instruction time is based on 8 credits at 110 hours per credit.
Manitoba	*Manitoba Regulation 101/95* states that the instructional day in a school must be not less than 5.5 hours including recesses but not including the midday intermission. For Grades 1 to 6, the instructional day is 5 hours. For Grades 7 through 12, the instructional day is 5.5 hours. The total compulsory and intended instructional time is the hours of the instructional day multiplied by the average number of 185 instructional days in a school year.
Alberta	In accordance with section 39(1)(c) of the *School Act*, the *Guide to Education* stipulates that schools are required to ensure that Grade 1 to Grade 9 students have access to a minimum of 950 hours of instruction per year in each grade. Schools must also ensure that students in Grades 10 to 12 have access to a minimum of 1,000 hours of instruction per school year.
British Columbia	Compulsory and intended instruction time is based on the *School Act Regulation* that sets the total yearly hours of instruction for students.
Yukon	Compulsory and intended instruction time is based on the 935 hours of legislated instructional time in the Yukon.
Northwest Territories	Compulsory and intended instruction time is based on the *Northwest Territories Education Act* which states that a school day shall consist of no less than 997 hours per year for Grades 1 to 6 and no less than 1,045 hours per year for Grades 7 to 12.

Note: The corresponding OECD indicator is D1, *How much time do students spend in the classroom?*.

Teachers' salaries

Context

This new indicator presents annual statutory salaries for teachers at the start of their careers, after 10 and 15 years' experience, and once they have reached the top of the salary scale. These categories reflect salaries for teachers with the minimum training required for certification in public elementary and secondary educational institutions. All data on these salaries are presented for teachers in three International Standard of Classification (ISCED) categories: primary (ISCED 1); lower secondary (ISCED 2); and upper secondary (ISCED 3) education.[55]

Teachers' salaries represent the single largest expense in education (see Indicator B3 in this report). Thus a comparison of salary figures at different points reveals some useful information on basic salary structures and the points of salary advancement in a teaching career. Salaries and the accompanying working conditions contribute towards developing, attracting and then retaining qualified teachers. Therefore, any compensation issue should be a major consideration for policy makers or others in the education field who want and need to maintain a high quality of instruction, perhaps while balancing an education budget.

D2

In combination with the information on instruction time presented in Indicator D1, this indicator on teachers' salaries contributes to the development of a set of key measures for full-time teachers in public institutions that, in turn, contribute to expanding the context for quality of instruction and understanding certain aspects of education processes.

Observations

Starting salaries in Canada

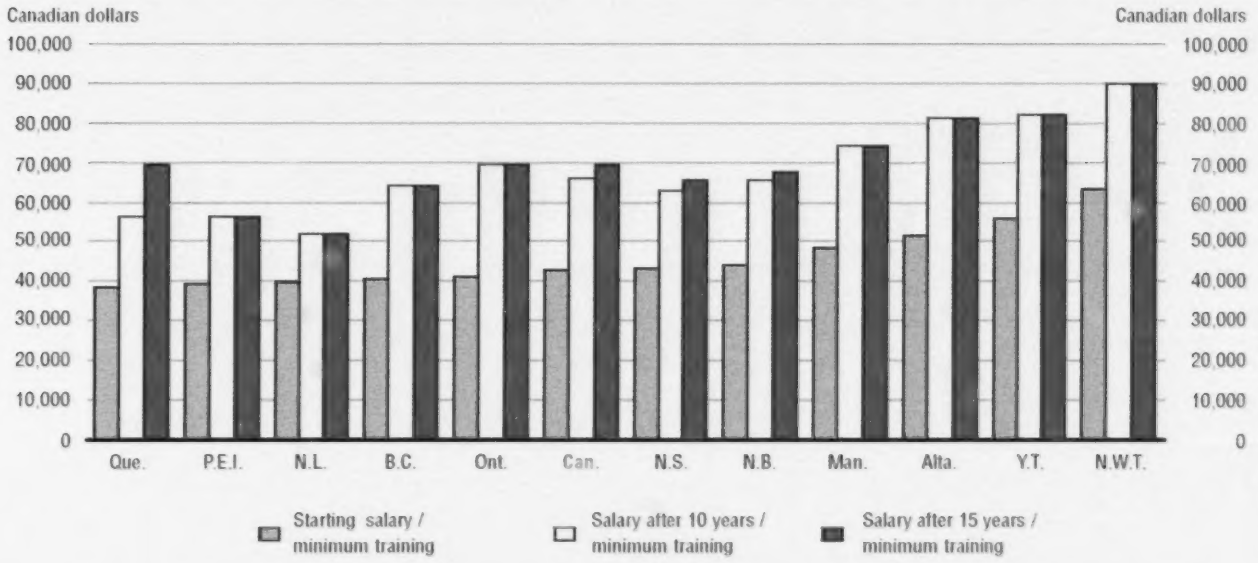
In Canada, the starting salary for teachers in public elementary and secondary schools was close to $43,000 Canadian dollars in 2008/2009 (Table D.2.1). More specifically, "the starting annual statutory salaries" in the ISCED 1 and 2 categories, which represent teaching in primary and "lower secondary" (pre-high school), were each $42,979 (Chart D.2.1.1). The Canada-level starting salary for those at ISCED 3, or "upper secondary", schools was slightly higher: $43,078, which is only due to the slightly higher starting salary for teachers in Ontario high schools—in all other jurisdictions, the starting salary is independent of the level or grade at which teachers teach (Chart D.2.1.2). Among the 11 provinces/territories reporting salary

55. Please see the "ISCED classifications and descriptions" section in this report's Notes to readers for brief descriptions of the ISCED categories.

information, the starting salary was lower than the overall figure in 5 jurisdictions, regardless of level of teaching, ranging from $38,641 in Quebec to $41,204 in Ontario. Among the provinces, Alberta had the highest starting salary. As expected for the territories, salaries were the highest in the country, both by level of teaching and across the various categories of teaching experience. In general, the national and provincial/territorial salary figures reflect the gross yearly salary for a full-time teacher with the minimum training necessary to be fully qualified at the beginning of a teaching career (see the "Definitions, sources and methodology" for this indicator for more detail.)

Chart D.2.1.1

Annual statutory teachers' salaries, full-time teachers in primary and lower secondary institutions, by teaching experience, Canada, 2008/2009



Notes: Reflects salaries for full-time teachers in public institutions at the ISCED 1 and 2 (primary and lower secondary) levels, as reported for the 2008/2009 school year.
Data for Saskatchewan and Nunavut are not available.

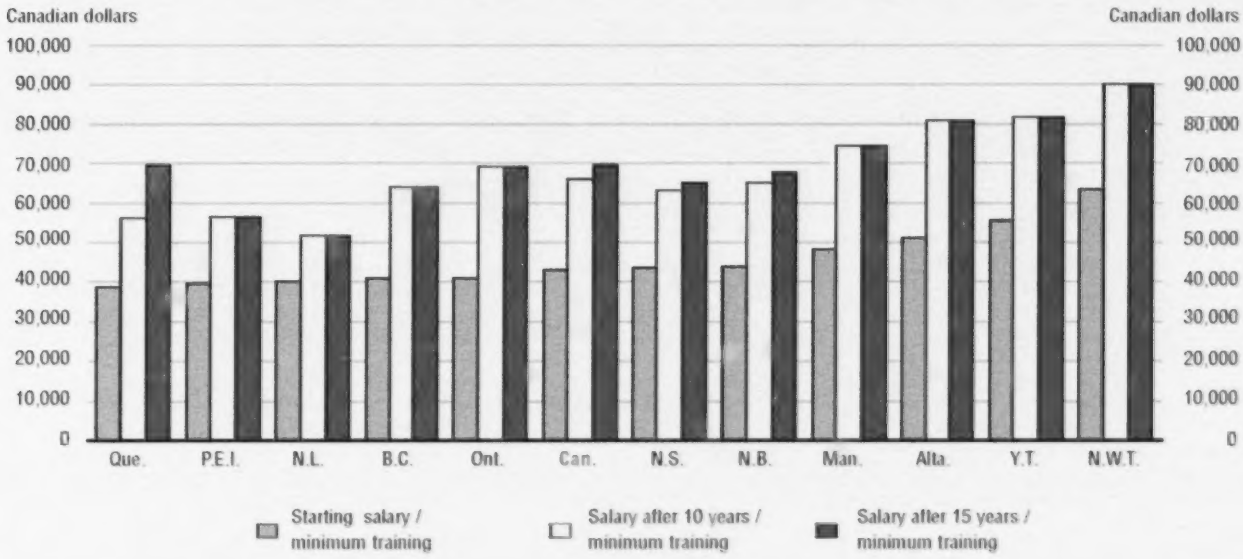
Source: Table D.2.1.

Salaries throughout career experience

After 10 years' experience, primary and lower secondary teachers in Canada had annual salaries of $66,041 in 2008/2009 (Table D.2.1; Chart D.2.1.1), slightly below the $66,192 salary of their counterparts in upper secondary institutions (Chart D.2.1.2). In most of the reporting jurisdictions, teachers in all three groups had reached the top of the pay scales after 10 years' experience, making over 1.5 times their starting salaries (Table D.2.1). New Brunswick and Nova Scotia were among the few exceptions; in 2008/2009, salaries in those provinces rose by more than $2,000 as teachers moved from 10 years of experience to 15 and top-of-scale figures. However, the gap was most noticeable in Quebec, where the salary for 15 years' experience/top of scale was over $13,000 more compared with that for Quebec teachers who had reached the 10-year point on the salary scale. In addition, the top-of-scale salary was 1.8 times the starting salary figure.

Chart D.2.1.2

Annual statutory teachers' salaries, full-time teachers in upper secondary institutions, by teaching experience, Canada, 2008/2009



Notes: Reflects salaries for full-time teachers in public institutions at the ISCED 3 (upper secondary) level, as reported for the 2008/2009 school year. Data for Saskatchewan and Nunavut are not available.

Source: Table D.2.1.

Number of years to reach top of salary scale

In Canada, annual statutory salaries for full-time teachers in public elementary and secondary schools were fairly consistent across levels of teaching in 2008/2009, particularly after several years of teaching experience had been acquired. By contrast, in most of the countries that recently reported to the Organisation for Economic Co-operation and Development (OECD), teachers' salaries tended to rise with the level of education taught.[56]

Although the OECD averages reveal similar differences between starting salaries and those at the top (ratios of 1.6 for the OECD and Canada), Canada's teachers reached the top of their salary scales much sooner than their OECD counterparts. For example, the OECD average for "years from starting to top salary" for teachers in lower secondary institutions was double that for Canada in 2008/2009: 24 years compared with 12 (Table D.2.2). The amount of time needed to reach the top of the salary scale was lowest in Scotland (6 years), where, similar to Canada, salaries after obtaining 10 or 15 years' career experience were the same regardless of the ISCED level at which teachers were teaching. This pattern is also evident in Australia and England, although the starting and top salaries in all three of these OECD countries

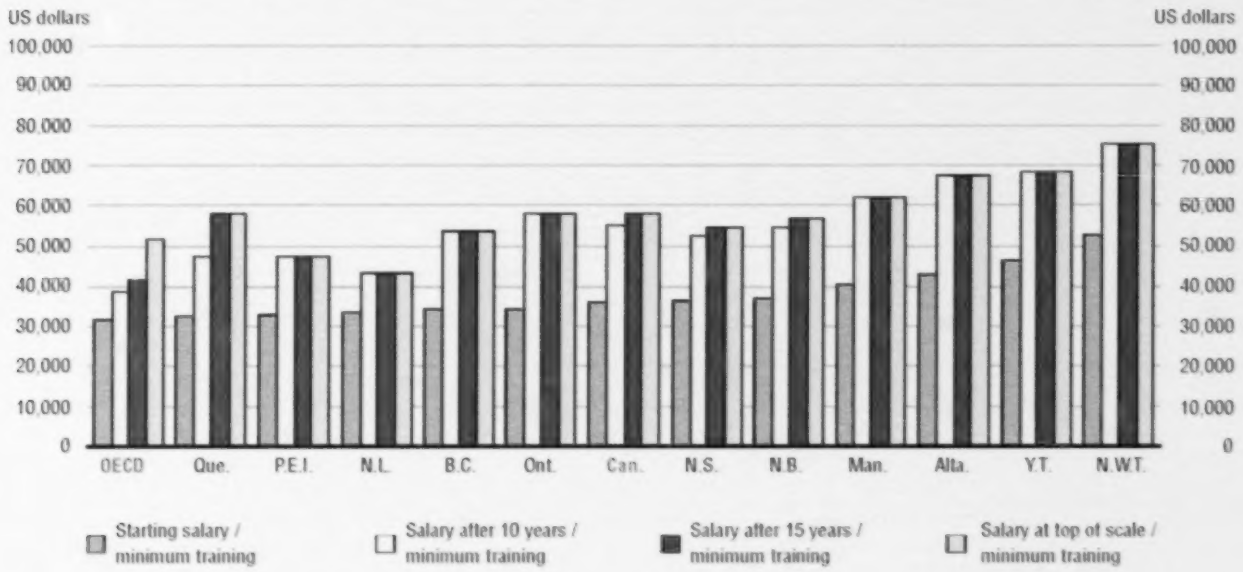
56. The international data presented in this report reflect the figures available from the OECD at the time of writing; however, the OECD may have made further final adjustments. For more detailed information on the latest international statistics, please refer to *Education at a Glance 2011: OECD Indicators*, available on the OECD's Web site: www.oecd.org.

were below those for Canada. Teachers in several other countries also reached their maximum salaries relatively early (Estonia, 7; Denmark, 8; Australia, 9; England, 10; Poland, 10; and Slovenia, 13).

The Canada average of 12 "years from starting to top salary" for teachers in the lower secondary category reflects 2008/2009 provincial/territorial figures that ranged from 9 years (Newfoundland and Labrador) to 15 in Quebec (Tables D.2.1 and D.2.2). While the OECD does present the 24-year average for its reporting countries, some vast differences from country to country make it somewhat difficult to consider meaningful provincial/territorial—international comparisons for this particular statistic. A review of the salary figures by teaching experience, however, clearly indicates that full-time teachers in public institutions in Canada receive higher salaries overall compared with their OECD counterparts. And, with a few exceptions, they also tend to reach their maximum salary after 10 years' experience—much sooner than their counterparts in other OECD countries (Chart D.2.2).

Chart D.2.2

Annual statutory teachers' salaries, full-time teachers in lower secondary institutions, by teaching experience, Canada and OECD, 2008/2009



Notes: Reflects salaries, in US dollars converted using purchasing power parities, for full-time teachers in public institutions at the ISCED 2 (lower secondary) level, 2008/2009 school year.
Data for Saskatchewan and Nunavut are not available.

Source: Table D.2.2.

Comparing starting salary levels

For all levels taught, starting salaries in Canada and its provinces and territories were consistently higher than the OECD averages for its reporting countries. Overall in Canada, the starting salaries for each ISCED category were around $36,000 (US dollars) (Table D.2.2). By comparison, the OECD figures began at $29,767 for teachers in primary education, increased by close to $2,000 for beginning salaries of $31,687 for teachers in lower secondary institutions, then rose again by about $1,400 to bring the starting salary for teachers in the upper secondary category to $33,044.

The pattern of similar starting salaries across levels of teaching seen in Canada is also evident in several other OECD countries. Australia, Portugal, England and Scotland, for example, all reported the same starting salaries for all teachers in elementary and secondary schools, and their figures ranged between $32,000 and $34,000. Other countries also indicated identical starting salaries regardless of the level of education taught, but the salaries were much lower ($12,139 in the Slovak Republic; $14,881 in Estonia). Japan and Greece, as well as Slovenia, with across-the-board starting salaries of approximately $29,000 and $28,000, respectively, fell somewhere in between.

Starting salaries in the United States were slightly higher than the approximately $36,000 recorded for Canada: just below $37,000 in US public elementary and secondary schools.[57] There was a more marked difference between the maximum salary levels in these two North American countries in 2008/2009. While top-of-scale salaries in Canada were all around $58,000, the US maximums for teachers in lower and upper secondary were about $3,000 less ($54,725 and $54,666, respectively). The difference was even larger for teachers' salaries in primary schools, where the top US salary figure ($51,633) was about $6,500 less compared with Canada.

Definitions, sources and methodology

The data on annual statutory teachers' salaries were derived from the 2010 OECD-INES Survey on Teachers and the Curriculum and reflect the 2008/2009 school year. All information has been reported in accordance with formal policies for public educational institutions. Canada's contribution to this long-standing OECD/*Education at a Glance* indicator began in 2010, when a working group comprising representatives from each province and territory ran the underlying survey for Canada.

"Statutory salaries" refer to salaries according to official pay scales and schedules. In Newfoundland and Labrador, Prince Edward Island, Nova Scotia, New Brunswick, Quebec and the Northwest Territories, the annual statutory salaries are based on 2008/2009 salary scales in collective agreements between each jurisdiction's teachers' unions and the provincial or territorial government. In some provinces, however, namely Ontario, Manitoba and Alberta, these pay scales are established at the school-board level and there is no province-wide bargaining.[58] The salaries reported are gross (total sum paid by the employer), less the employer's contribution to social security and pension (according to existing salary scales). Salaries are "before tax" (before deductions for income taxes). Gross teachers' salaries are presented in current Canadian dollars, to be compared with the averages for Canada, which were derived from the provincial values (Table D.2.1). The average salary for Canada was calculated as a weighted average of all provinces. Weights used depend on the salary calculated. For teachers at the beginning of their careers (starting salaries), the number of full-time educators younger than 30 was used. For teachers with 10 years of experience, the number of full-time educators aged 35 to 44 years was used. And, for teachers with 15 years of experience, as well as those at the top of the salary scale, the number of full-time educators aged 45 or older was used. Salaries have also been converted to US dollars

57. Salary figures for Canada and other OECD countries can be compared using the US dollar figures that have been converted using purchasing power parity (PPP), which accounts for differences in cost of living across countries. However, when viewing differences between US dollar salary figures for Canada's provinces and territories and those for other countries, or the OECD overall, it is important to consider that this adjustment could not be made to the salary figures for Canada's provinces and territories (see "Definitions, sources and methodology").

58. In Ontario, the estimates are the midpoint of the range that is funded by the province. In Manitoba and Alberta, estimates are averages across all school boards.

using the purchasing power parity (PPP) for Canada[59] from the OECD National Accounts database; this allows international comparisons, and the same weighting applies (Table D.2.2).

"Starting salaries" capture the scheduled gross salary per year for a full-time teacher with the minimum training necessary to be fully qualified at the beginning of a teaching career. Salaries after 10 and 15 years of experience refer to the scheduled annual salaries of full-time classroom teachers with the minimum training necessary to be fully qualified and 10 or 15 years of experience. The salaries reported for "top of scale" refer to the scheduled maximum annual salaries for full-time classroom teachers with the minimum training necessary to be fully qualified for the job.

Note: The corresponding OECD indicator is D3, *How much are teachers paid?*.

59. The PPP for 2008/2009 is 1.197250332 US$/CAN$, which takes into account differences in cost of living across countries. A similar adjustment for comparisons across provinces and territories could not be done at this time.

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Table A.1.1

Distribution of 25- to 64-year-old population, by highest level of education attained based on international classifications, Canada and jurisdictions, 2009

	Classification of the levels of education based on the International Standard Classification of Education (ISCED-97)									
				Upper secondary education			Tertiary education			
	ISCED 0/1 (Pre-primary and primary)	ISCED 2 (Lower secondary)	ISCED 3C (Short programme)	ISCED 3C (Long programme)/3B	ISCED 3A	ISCED 4 (Post-secondary non-tertiary education)	ISCED 5B (Type B)	ISCED 5A (Type A)	ISCED 6 (Advanced research programmes)	All levels of education
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
	percent	percent	percent	percent		percent	percent			percent
Canada[1]	4	9	...	[5]	26	12	24	25	[8]	100
Newfoundland and Labrador	8	13	...	[5]	22	21	21	16	[8]	100
Prince Edward Island	5	13	...	[5]	26	10	28	19	[8]	100
Nova Scotia	4	12	...	[5]	24	15	24	22	[8]	100
New Brunswick	6	10	...	[5]	28	10	27	19	[8]	100
Quebec	5	10	...	[5]	22	16	23	23	[8]	100
Ontario	3	8	...	[5]	26	7	27	28	[8]	100
Manitoba	4	11	...	[5]	31	11	22	22	[8]	100
Saskatchewan	2	10	...	[5]	32	19	17	20	[8]	100
Alberta	2	9	...	[5]	28	16	21	24	[8]	100
British Columbia	2	7	...	[5]	31	12	20	27	[8]	100
Yukon	2	16	...	[5]	19	14	25	24	[8]	100
Northwest Territories	8	18	...	[5]	19	11	20	24	[8]	100
Nunavut	21	24	...	[5]	18	10	16	12	[8]	100

... not applicable

1. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.

Note: [ ] Data included in column of the table whose number is shown in the squared brackets.

Source: Statistics Canada, Labour Force Survey (LFS).

Table A.1.2

Percentage of 25- to 64-year-old population that has attained at least upper secondary education, by age group, Canada and jurisdictions, 2009

	Age group				
	25 to 64	25 to 34	35 to 44	45 to 54	55 to 64
	percent				
OECD average[1]	73	81	77	71	61
Canada[2]	88	92	91	87	80
Newfoundland and Labrador	80	93	85	77	66
Prince Edward Island	83	90	87	80	75
Nova Scotia	84	91	88	83	76
New Brunswick	84	93	89	82	73
Quebec	84	90	89	83	75
Ontario	89	93	92	89	82
Manitoba	85	89	89	84	77
Saskatchewan	88	93	91	86	81
Alberta	89	91	91	88	86
British Columbia	91	94	93	90	87
Yukon[3]	82	81	81	81	85
Northwest Territories[3]	74	73	74	76	74
Nunavut[3]	55	55	53	57	59

1. These averages are from *Education at a Glance 2011: OECD Indicators*, Table A1.2a, Population with at least upper secondary education (2009), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
2. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.
3. Caution should be exercised in interpreting these ratios and differences in ratios, as small estimates may present fairly high sampling variability. Estimates for small geographic areas, for small age-groups or for cross-classified variables will be associated with larger variability.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2011: OECD Indicators*.

Table A.1.3

Percentage of 25- to 64-year-old population that has attained tertiary education, Canada and jurisdictions, by age group, 2009

	Classification of the levels of education based on the International Standard Classification of Education (ISCED-97)									
	ISCED 5B (Tertiary-type B)					ISCED 5A/6 (Tertiary-type A and Advanced research programmes)				
	Age group					Age group				
	25 to 64	25 to 34	35 to 44	45 to 54	55 to 64	25 to 64	25 to 34	35 to 44	45 to 54	55 to 64
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
	percent					percent				
OECD average[1]	10	11	11	10	8	21	28	23	19	16
Canada[2]	24	26	27	24	20	25	30	29	21	21
Newfoundland and Labrador	21	27	24	20	14	16	25	19	11	11
Prince Edward Island	28	30	34	28	21	19	23	20	17	17
Nova Scotia	24	27	27	22	19	22	29	24	18	19
New Brunswick	27	33	29	27	21	19	24	22	15	15
Quebec	23	27	27	23	17	23	28	27	18	18
Ontario	27	30	30	27	22	28	33	32	25	24
Manitoba	22	21	23	23	20	22	25	24	18	21
Saskatchewan	17	16	18	17	17	20	24	23	14	17
Alberta	21	20	24	21	19	24	28	28	20	22
British Columbia	20	20	21	21	19	27	32	30	23	24
Yukon[3]	25	22	30	23	24	24	24	23	22	27
Northwest Territories[3]	20	18	22	22	17	24	28	24	21	24
Nunavut[3]	16	16	15	15	18	12	11	11	13	13

	Classification of the levels of education based on the International Standard Classification of Education (ISCED-97)				
	Total tertiary				
	Age group				
	25 to 64	25 to 34	35 to 44	45 to 54	55 to 64
	Column 11	Column 12	Column 13	Column 14	Column 15
	percent				
OECD average[1]	30	37	32	27	22
Canada[2]	50	56	56	45	41
Newfoundland and Labrador	37	52	43	31	24
Prince Edward Island	47	53	54	44	39
Nova Scotia	46	56	51	41	38
New Brunswick	46	57	51	41	36
Quebec	46	55	54	41	35
Ontario	56	63	62	52	46
Manitoba	44	46	47	41	41
Saskatchewan	37	41	41	32	34
Alberta	46	48	52	41	40
British Columbia	47	52	51	44	42
Yukon[3]	49	46	53	45	51
Northwest Territories[3]	44	47	46	43	41
Nunavut[3]	28	28	26	28	32

1. These averages are from *Education at a Glance 2011: OECD Indicators*, Table A1.3a, Population with tertiary education (2009), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
2. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.
3. Caution should be exercised in interpreting these ratios and differences in ratios, as small estimates may present fairly high sampling variability. Estimates for small geographic areas, for small age-groups or for cross-classified variables will be associated with larger variability.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2011: OECD Indicators*.

Table A.1.4

Trends in educational attainment among 25- to 64-year-old population, by highest level of education attained, Canada and jurisdictions, 1997 to 2009

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2009/1999
	percent													average annual growth rate
OECD average[1]														
Below upper secondary	36	37	37	36	35	33	32	30	30	29	29	28	27	-3.4
Upper secondary and postsecondary non-tertiary	43	42	42	43	43	45	45	44	44	44	44	44	44	0.9
Tertiary education	21	21	21	22	23	24	25	26	27	27	28	29	30	3.6
Canada[2]														
Below upper secondary	22	21	20	19	18	17	16	16	15	14	13	13	12	-4.9
Upper secondary and postsecondary non-tertiary	40	40	40	41	40	40	40	40	39	39	38	38	38	-0.5
Tertiary education	37	38	39	40	42	43	44	45	46	47	48	49	50	2.3
Newfoundland and Labrador														
Below upper secondary	33	33	32	30	29	26	24	25	24	22	21	21	20	-4.6
Upper secondary and postsecondary non-tertiary	43	43	45	44	44	46	47	47	45	46	44	43	43	-0.5
Tertiary education	24	25	24	26	28	28	29	28	31	32	34	36	37	4.4
Prince Edward Island														
Below upper secondary	31	30	30	27	25	22	22	21	20	19	19	19	17	-5.5
Upper secondary and postsecondary non-tertiary	37	36	35	37	36	36	34	33	35	37	37	36	35	0.0
Tertiary education	32	34	36	36	39	42	44	46	45	44	45	45	47	2.7
Nova Scotia														
Below upper secondary	27	25	24	23	21	21	19	18	18	18	16	17	16	-4.0
Upper secondary and postsecondary non-tertiary	41	41	40	40	40	40	39	40	40	39	39	40	38	-0.5
Tertiary education	32	34	36	37	39	39	41	42	42	43	45	44	46	2.5
New Brunswick														
Below upper secondary	28	26	26	25	24	23	21	20	19	19	19	17	16	-4.7
Upper secondary and postsecondary non-tertiary	40	40	38	38	38	39	41	40	40	39	37	37	38	0.0
Tertiary education	32	34	36	37	38	39	39	40	40	42	44	46	46	2.5
Quebec														
Below upper secondary	27	27	26	25	24	23	21	21	19	18	17	16	16	-4.7
Upper secondary and postsecondary non-tertiary	37	37	37	37	37	36	37	37	37	37	38	38	38	0.3
Tertiary education	36	37	38	38	40	41	41	42	44	44	45	45	46	1.9
Ontario														
Below upper secondary	20	20	18	17	16	15	14	13	13	12	11	11	11	-4.8
Upper secondary and postsecondary non-tertiary	37	38	38	38	37	37	36	36	36	35	34	34	33	-1.4
Tertiary education	42	42	44	45	47	48	50	51	51	53	55	55	56	2.4
Manitoba														
Below upper secondary	25	24	24	21	20	19	19	18	17	17	17	16	15	-4.6
Upper secondary and postsecondary non-tertiary	40	41	40	42	42	41	41	42	42	41	41	41	41	0.2
Tertiary education	35	36	37	37	38	39	41	40	42	42	42	44	44	1.7
Saskatchewan														
Below upper secondary	24	22	22	21	19	18	17	16	15	16	15	14	12	-5.9
Upper secondary and postsecondary non-tertiary	48	49	48	50	50	50	50	51	50	48	51	51	51	0.6
Tertiary education	28	29	30	30	30	31	33	34	35	36	35	35	37	2.1
Alberta														
Below upper secondary	18	16	16	15	14	14	14	13	12	12	11	11	11	-3.7
Upper secondary and postsecondary non-tertiary	46	47	47	48	46	46	47	47	45	44	44	43	44	-0.7
Tertiary education	36	37	37	37	40	40	40	40	43	43	44	45	46	2.2

Table A.1.4 (concluded)

Trends in educational attainment among 25- to 64-year-old population, by highest level of education attained, Canada and jurisdictions, 1997 to 2009

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2009/1999
							percent							average annual growth rate
British Columbia														
Below upper secondary	16	16	15	14	13	13	12	11	11	12	11	10	9	-5.0
Upper secondary and postsecondary non-tertiary	49	47	47	48	47	47	46	46	45	44	44	44	44	-0.7
Tertiary education	35	37	37	38	39	40	42	43	44	45	45	46	47	2.4
Yukon														
Below upper secondary	18	16	16	17	14	12	15	13	13	16	17	17	18	1.2
Upper secondary and postsecondary non-tertiary	41	39	41	39	42	46	42	43	46	45	41	36	33	-2.1
Tertiary education	41	44	43	43	44	41	43	43	41	39	42	48	49	1.3
Northwest Territories														
Below upper secondary	..	..	..	..	21	25	25	24	25	22	21	24 r	26	...
Upper secondary and postsecondary non-tertiary	..	..	..	..	36	36	35	35	33	31	33	32	30	...
Tertiary education	..	..	..	..	43	39	39	41	42	47	46	44 r	44	...
Nunavut														
Below upper secondary	...	...	..	..	..	..	..	48	50	45	38	43 r	45	...
Upper secondary and postsecondary non-tertiary	...	...	..	..	..	..	..	24	23	24	25	27 r	27	...
Tertiary education	...	...	..	..	..	..	..	28	26	31	37	31 r	28	...

.. not available for a specific reference period
... not applicable
r revised

1. The averages for 1997 through 2009 and the average annual growth rates are from *Education at a Glance 2011: OECD Indicators*, Table A1.4, Trends in educational attainment: 25 to 64 year-olds (1997/2009), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
2. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2011: OECD Indicators*.

Table A.2.1

Upper secondary graduation rates[1], by programme destination, programme orientation and sex, Canada and jurisdictions, 2008

	Total (unduplicated)				General programmes				Pre-vocational / Vocational programmes			
	Both sexes all ages	Both sexes < 25 years[3]	Males all ages	Females all ages	Both sexes all ages[2]	Both sexes < 25 years[3]	Males all ages	Females all ages	Both sexes all ages[2]	Both sexes < 25 years[3]	Males all ages	Females all ages
	percent				percent				percent			
OECD average[4,5]	82	..	79	86	49	..	43	55	45	..	47	44
Canada[5]	79	75	75	83	76	74	72	81	3	1	4	2
Newfoundland and Labrador	80	78	76	83	80	78	76	83	0	0	0	0
Prince Edward Island	85	85	84	86	85	85	84	86	0	0	0	0
Nova Scotia	84	84	82	87	84	84	81	86	1	1	1	0
New Brunswick	82	82	78	86	82	82	78	86	0	0	0	0
Quebec	87	77	81	93	76	73	68	84	13	5	15	11
Ontario	77	75	73	80	77	75	73	80	0	0	0	0
Manitoba[6]	71	70	68	75	71	70	68	75	0	0	0	0
Saskatchewan	81	77	78	85	81	77	78	85	0	0	0	0
Alberta	68	68	65	71	68	68	65	71	0	0	0	0
British Columbia	78	76	74	82	78	76	74	82	0	0	0	0
Yukon	75	74	71	78	75	74	71	78	0	0	0	0
Northwest Territories	61	55	57	67	61	55	57	67	0	0	0	0
Nunavut	33	31	29	38	33	31	29	38	0	0	0	0

.. not available for a specific reference period

0 true zero or a value rounded to zero

1. All graduation rates in this table are calculated according to the "net" methodology (see the "Definitions, sources and methodology" section in Indicator A2 for more details).
2. Sum of graduation rates by age, and the latter are obtained by dividing graduates of a specific age by the population of the corresponding specific age.
3. Sum of graduation rates by single year of age up to the age of 24.
4. These averages are from *Education at a Glance 2011: OECD Indicators*, Table A.2.1, Upper secondary graduation rates (2009), which presents the most recent available data for the Organisation for Economic Co-operation and Development's member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
5. The estimates submitted to the OECD for its 2011 report are for 2008, reflecting the 2007/2008 academic year and will be included in its average figures for 2009.
6. Manitoba graduates from Adult Learning Centres in the province are not included in the graduation rate calculation.

Note: The methodology used to produce numbers for Canada and the provinces / territories may differ from that used in a particular province/territory; as a result, the numbers in this table may differ from those published by the provinces/territories.

Sources: Statistics Canada, Elementary-Secondary Education Survey (ESES); Indian and Northern Affairs Canada; Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2011: OECD Indicators*.

Table A.2.2

Successful completion of upper secondary programmes in public schools, 16- to 19-year-olds,[1] by sex, Canada and jurisdictions, 2008

	Both sexes	Females	Males
		percent	
Countries average[2]	68.1	72.6	63.4
Canada	70.2	74.2	66.4
Newfoundland and Labrador	74.0	77.7	70.5
Prince Edward Island	77.7	80.4	75.1
Nova Scotia	80.3	82.5	78.1
New Brunswick	78.8	82.4	75.3
Quebec	64.9	71.8	58.3
Ontario	72.2	76.1	68.6
Manitoba	71.2	73.4	69.0
Saskatchewan	67.4	70.1	64.9
Alberta	66.2	68.2	64.2
British Columbia	73.5	76.9	70.3
Yukon	64.4	54.2	77.2
Northwest Territories	27.9	30.9	25.1
Nunavut	13.2	15.0	11.4

1. 15- to 18-year-olds in Quebec.
2. These averages are from *Education at a Glance 2011: OECD Indicators*, Table A2.4, Successful completion of upper secondary programmes, by gender and programme orientation, which presents the most recent available data for the Organisation for Economic Co-operation and Development's member countries for which data were available or could be estimated. Seventeen countries reported for this indicator; the OECD reports a "countries average" not the typical "OECD average". Please see the OECD's Web site at www.oecd.org.

Notes: The proxy cohort rate is calculated by Statistics Canada using 2005/2006 Grade 10 ("Secondaire 3" in Quebec) enrolments and 16- to 19-year-olds (15- to 18-year-olds in Quebec) graduates data in 2007/2008. The methodology used to produce numbers for Canada and the provinces/territories may differ from that used in a particular province/territory; as a result, the numbers in this table may differ from those published by the provinces/territories.

Sources: Statistics Canada, Elementary-Secondary Education Survey (ESES); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2011: OECD Indicators*.

Table A.3.1

Graduation rates in tertiary education[1], by programme, sex and age, Canada and jurisdictions, 2008

	ISCED 5B (Tertiary-type B programmes, first-time graduation)						ISCED 5A (Tertiary-type A programmes, first-time graduation)								
					Adjusted for international students[2]						Age at:			Adjusted for international students[2]	
	Total	Men	Women	Younger than 30	Total	Younger than 30	Total	Men	Women	Younger than 30	20th percentile[3]	50th percentile[3]	80th percentile[3]	Total	Younger than 30
	percent						percent								
OECD average[4]	10.4	9.1	11.9	6.9	..	..	38.6	31.0	46.5	31.5	..	..	..	..	..
Canada[5,6]	28.8	23.5	34.4	22.2	27.5	21.0	36.9	28.3	45.8	33.4	21.4	22.8	25.4	34.6	31.2
Newfoundland and Labrador	25.2	24.1	26.3	21.0	24.7	20.5	40.3	29.3	51.2	37.3	21.8	22.5	24.9	38.0	35.2
Prince Edward Island	43.4	51.6	35.5	37.0	42.9	36.6	34.4	22.5	46.2	31.8	20.8	22.2	25.2	32.3	29.8
Nova Scotia	32.4	33.0	31.8	25.8	31.9	25.6	54.5	45.3	63.5	50.7	20.9	22.2	24.6	48.9	45.4
New Brunswick	23.9	23.6	24.1	18.7	23.5	18.3	44.4	34.0	55.4	40.5	21.4	22.7	25.1	38.9	35.4
Quebec	33.4	25.6	41.6	22.5	32.3	21.6	33.2	26.0	40.7	28.8	22.3	23.8	26.8	30.5	26.4
Ontario	30.8	26.2	35.5	26.2	28.7	24.5	42.9	33.3	53.0	40.2	21.2	22.3	24.2	41.0	38.3
Manitoba	14.9	11.2	18.7	10.4	14.7	10.2	33.4	25.5	41.8	29.0	21.4	23.0	26.5	30.6	26.3
Saskatchewan[7]	24.4	22.9	26.0	18.0	24.3	17.9	29.8	22.4	37.3	25.3	22.2	23.7	27.3	28.4	24.0
Alberta	26.2	20.1	32.9	20.4	25.1	19.5	25.4	19.3	34.2	23.3	21.2	22.7	25.9	25.4	22.4
British Columbia	23.3	16.2	30.4	15.4	22.1	14.4	33.0	24.7	41.6	28.7	21.5	23.2	26.7	30.1	26.0
Yukon	3.5	2.6	4.4	2.7	3.5	2.6	...	...	...	...	...	...	...	...	...
Northwest Territories	13.9	2.4	27.1	10.1	13.9	10.0	...	...	...	...	...	...	...	...	...
Nunavut	13.3	2.6	24.2	9.8	13.3	9.8	..	...	...	...	...	...	...	...	...

	ISCED 6 (Advanced research programmes)	
	Total	Adjusted for international students[2]
	percent	
OECD average[4]	1.5	..
Canada[5,6]	1.2	1.0
Newfoundland and Labrador	0.7	0.6
Prince Edward Island	0.4	0.4
Nova Scotia	0.8	0.7
New Brunswick	0.5	0.5
Quebec	1.6	1.4
Ontario	1.2	1.1
Manitoba	0.7	0.5
Saskatchewan[7]	0.9	0.7
Alberta	1.2	1.0
British Columbia	1.1	0.9
Yukon	...	...
Northwest Territories	...	...
Nunavut	...	...

.. not available for a specific reference period

... not applicable

1. Graduation rates are the sum of graduation rates for single year of age. Adjusted graduation rates are also presented and exclude international students from this calculation. Please see the "Definitions, sources and methodology" section in Indicator A3 for more details.
2. Adjusted graduation rates correspond to the graduation rates when international students are excluded.
3. Respectively, 20%, 50%, and 80% of first-time graduates are below this age.
4. These averages are from *Education at a Glance 2011: OECD Indicators*, Table A3.1, Graduation rates in tertiary education and age distribution of new graduates at tertiary-type A level (2009) and Table A3.3, Graduation rate at different tertiary levels, impact of international/foreign students (2009), which present the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
5. The most recent data available for Canada's jurisdictions are for 2008. Due to early cutoff dates for submission of data to the OECD, the figures for Canada presented in this report are not the same as those published in the OECD's *Education at a Glance 2011: OECD Indicators*. The figures presented in this report represent the most recent available.
6. Graduates from public institutions only.
7. The University of Regina, in Saskatchewan, has not reported its graduates to PSIS since 2005/2006. The graduation rate for Saskatchewan was calculated using the 2004 number of graduates from the University of Regina.

Note: The methodology used to produce numbers for Canada and the provinces/territories may differ from that used in a particular province/territory; as a result, the numbers in this table may differ from those published by the provinces/territories.

Sources: Statistics Canada, Postsecondary Student Information System (PSIS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2011: OECD Indicators*.

Table A.4.1

Programme for International Student Assessment (PISA), Index of Economic, Social and Cultural Status and its relationship with student performance on the PISA combined reading scale, Canada and provinces, 2009

	Index of Economic, Social and Cultural Status[1]									
	All students		Bottom quarter		Second quarter		Third quarter		Top quarter	
	mean index	standard error	mean index	standard error	mean index	standard error	mean index	standard error	mean index	standard error
OECD average[2]	0.00	(0.00)	-1.14	(0.00)	-0.32	(0.00)	0.30	(0.00)	1.17	(0.00)
Canada	0.50	(0.02)	-0.59	(0.01)	0.25	(0.00)	0.83	(0.00)	1.52	(0.01)
Newfoundland and Labrador	0.26	(0.03)	-0.79	(0.03)	-0.03	(0.01)	0.55	(0.01)	1.33	(0.02)
Prince Edward Island	0.36	(0.02)	-0.69	(0.02)	0.10	(0.01)	0.64	(0.01)	1.39	(0.02)
Nova Scotia	0.42	(0.03)	-0.61	(0.02)	0.17	(0.01)	0.71	(0.01)	1.40	(0.02)
New Brunswick	0.31	(0.02)	-0.74	(0.03)	0.08	(0.01)	0.58	(0.01)	1.32	(0.02)
Quebec	0.39	(0.02)	-0.68	(0.02)	0.13	(0.01)	0.72	(0.01)	1.39	(0.01)
Ontario	0.56	(0.03)	-0.54	(0.03)	0.32	(0.01)	0.89	(0.01)	1.58	(0.01)
Manitoba	0.33	(0.03)	-0.83	(0.04)	0.06	(0.01)	0.67	(0.01)	1.42	(0.03)
Saskatchewan	0.43	(0.02)	-0.55	(0.02)	0.14	(0.01)	0.70	(0.01)	1.46	(0.02)
Alberta	0.61	(0.03)	-0.45	(0.03)	0.36	(0.01)	0.92	(0.01)	1.59	(0.02)
British Columbia	0.59	(0.04)	-0.47	(0.03)	0.36	(0.01)	0.88	(0.01)	1.57	(0.02)

	Performance on the reading scale, by national / provincial quarters of this index								Change in the reading score per unit of this index[3]		Explained variance in student performance (r-squared X 100)[4]	
	Bottom quarter		Second quarter		Third quarter		Top quarter					
	mean score	standard error	mean score	standard error	mean score	standard error	mean score	standard error	effect	standard error	percent	standard error
OECD average[2]	451	(0.7)	483	(0.6)	506	(0.6)	540	(0.6)	38	(0.3)	14.0	(0.2)
Canada	495	(2.3)	514	(1.7)	533	(2.1)	562	(2.4)	32	(1.4)	8.6	(0.7)
Newfoundland and Labrador	479	(5.7)	498	(6.6)	509	(6.8)	547	(6.5)	32	(3.4)	9.1	(1.9)
Prince Edward Island	458	(4.8)	482	(5.3)	493	(4.8)	525	(5.1)	30	(3.1)	6.5	(1.4)
Nova Scotia	489	(5.3)	512	(4.9)	521	(4.7)	547	(5.1)	26	(3.2)	5.6	(1.3)
New Brunswick	464	(4.0)	493	(5.5)	502	(4.7)	538	(5.3)	35	(2.8)	9.5	(1.5)
Quebec	490	(6.1)	515	(3.7)	531	(4.1)	557	(4.0)	32	(3.2)	8.7	(1.6)
Ontario	500	(4.2)	520	(3.7)	540	(3.9)	569	(4.3)	32	(2.7)	9.4	(1.4)
Manitoba	461	(6.0)	492	(5.3)	506	(5.2)	531	(5.3)	29	(3.2)	7.8	(1.7)
Saskatchewan	481	(5.7)	493	(6.2)	513	(4.5)	536	(4.2)	28	(3.3)	5.8	(1.3)
Alberta	503	(6.0)	519	(5.5)	542	(5.8)	572	(6.7)	33	(3.2)	7.9	(1.4)
British Columbia	503	(5.5)	511	(5.1)	532	(5.1)	558	(5.7)	27	(3.2)	5.7	(1.3)

1. The PISA Index of Economic, Social, and Cultural Status was designed to provide a measure of the socio-economic status of 15-year-olds. It was constructed on the basis of the following indices: the international socio-economic index of occupational status; the level of education of mother or father (whichever was higher) converted to years of schooling; and three indices based on home possessions—the index of cultural possessions (e.g., works of art, books of poetry), home possessions, and home educational resources. In turn, these indices were constructed based on students' self-reports in a 30-minute student questionnaire administered along with the PISA assessment. Access to possessions at home was used as a proxy measure of wealth. The PISA respondents were divided into four equal groups or quartiles based on their index values. For more information, please see *PISA 2009: Overcoming Social Background (Volume II)* at www.oecd.org.
2. These averages are from *Education at a Glance 2011: OECD Indicators*, Table A5.1, Socio-economic background and reading performance, which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available. Please see the OECD's Web site at www.oecd.org.
3. This indicates how much students' performance changes on average, with a change of one unit on the index of socio-economic status. The greater the change in reading scores, the greater the impact of economic, social, and cultural status on student performance, suggesting greater inequality.
4. This measures the proportion of the variation in student performance that is accounted for by socio-economic background. In other words it measures the strength of the effect of socio-economic background on reading performance. Expressed as a percentage, it ranges from 0 to 100. If this number is low, relatively little of the variation in student performance is associated with students' socio-economic background. It may not mean that socio-economic background is not an important influence on reading scores, just that there are other factors operating on reading performance as well. If the number is high, a large part of the variation in students' performance can be attributed to socio-economic background.

Notes: The Programme for International Student Assessment (PISA) reports on reading, mathematics, and science every three years, providing a more detailed look at each domain in the years when it is a major focus: reading in 2000 and 2009, mathematics in 2003, and science in 2006.

The Territories do not participate in PISA.

Sources: Statistics Canada, Programme for International Student Assessment (PISA); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2011: OECD Indicators*.

Table A.4.2

Percentage of students by immigrant status and their performance on the Programme for International Student Assessment (PISA) combined reading scale, Canada and provinces, 2009

	Percentage of students by immigrant status						Performance on the reading scale					
	Non-immigrant students[1]		Second-generation students[2]		First-generation students[3]		Non-immigrant students[1]		Second-generation students[2]		First-generation students[3]	
	percentage of students	standard error	percentage of students	standard error	percentage of students	standard error	mean score	standard error	mean score	standard error	mean score	standard error
OECD average[4]	89.6	(0.1)	6.0	(0.1)	4.6	(0.1)	499	(0.5)	467	(1.7)	448	(2.0)
Canada	75.6	(1.3)	13.7	(0.8)	10.7	(0.7)	528	(1.5)	522	(3.6)	520	(4.6)
Newfoundland and Labrador	99.3	(0.3)	0.2	(0.1)	0.6	(0.3)	508	(3.7)	495	(36.0)	523	(40.4)
Prince Edward Island	96.2	(0.5)	1.2	(0.3)	2.6	(0.4)	489	(2.5)	528	(22.0)	477	(14.6)
Nova Scotia	95.3	(0.7)	1.9	(0.4)	2.7	(0.5)	517	(2.8)	531	(22.5)	525	(18.8)
New Brunswick	96.3	(0.6)	1.2	(0.3)	2.6	(0.6)	500	(2.5)	496	(24.7)	506	(28.3)
Quebec	85.1	(2.0)	8.7	(1.2)	6.2	(0.9)	530	(2.9)	502	(9.7)	478	(12.1)
Ontario	67.3	(2.7)	19.1	(1.7)	13.6	(1.5)	536	(3.2)	524	(5.6)	529	(6.8)
Manitoba	80.1	(1.4)	8.8	(0.9)	11.2	(1.4)	502	(3.1)	488	(8.3)	475	(15.0)
Saskatchewan	94.0	(0.7)	2.5	(0.4)	3.5	(0.5)	506	(3.5)	520	(15.5)	499	(15.2)
Alberta	78.7	(2.0)	10.8	(1.2)	10.5	(1.1)	532	(4.6)	551	(9.7)	534	(11.4)
British Columbia	65.3	(2.7)	18.6	(1.9)	16.1	(1.7)	527	(4.7)	526	(6.6)	524	(7.6)

	Difference in the reading score					
	Non-immigrant student minus second-generation students		Non-immigrant students minus first-generation students		Second-generation students minus first-generation students	
	difference	standard error	difference	standard error	difference	standard error
OECD average[4]	33	(1.7)	52	(1.9)	18	(2.4)
Canada	5	(3.8)	8	(4.7)	3	(4.4)
Newfoundland and Labrador	13	(36.0)	-15	(40.7)	-29	(52.9)
Prince Edward Island	-38	(22.6)	13	(14.8)	51	(27.0)
Nova Scotia	-13	(22.6)	-8	(19.5)	6	(31.1)
New Brunswick	4	(24.8)	-6	(28.6)	-11	(38.0)
Quebec	28	(10.0)	52	(12.2)	24	(14.0)
Ontario	12	(6.0)	6	(7.3)	-6	(6.4)
Manitoba	14	(8.3)	27	(14.7)	13	(17.0)
Saskatchewan	-15	(16.3)	7	(15.2)	22	(22.9)
Alberta	-19	(9.0)	-2	(11.8)	17	(12.2)
British Columbia	1	(7.2)	2	(7.6)	1	(9.2)

1. Students who were born in the country where they were assessed by PISA or who had at least one parent born in the country. The OECD uses the terminology "native" to describe them.
2. Students who were born in the country of assessment but whose parents are foreign-born.
3. Students who are foreign-born.
4. These averages are from *Education at a Glance 2011: OECD Indicators*, Table A5.2, Percentage of students by immigrant status and their reading performance, which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available. Please see the OECD's Web site at www.oecd.org.

Notes: The Programme for International Student Assessment (PISA) reports on reading, mathematics, and science every three years, providing a more detailed look at each domain in the years when it is a major focus: reading in 2000 and 2009, mathematics in 2003, and science in 2006.

The Territories do not participate in PISA.

Sources: Statistics Canada, Programme for International Student Assessment (PISA); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2011: OECD Indicators*.

Table A.5.1

Employment rates[1] of 25- to 64-year-olds, by highest level of education attained and sex, Canada and jurisdictions, 2009

				Upper secondary education			Tertiary education		
	ISCED 0/1 (Pre-primary and primary)	ISCED 2 (Lower secondary)	ISCED 3C (Short programmes)	ISCED 3C (Long programmes)/ 3B	ISCED 3A	ISCED 4 (Post-secondary non-tertiary)	ISCED 5B (Type B)	ISCED 5A/6 (Advanced research programmes)	All levels of education
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9
	percent	percent	percent	percent		percent	percent		percent
OECD averages[2]									
Both sexes	46.5	60.4	73.6	74.8	73.7	80.6	81.2	84.9	73.4
Men	59.6	70.1	80.4	81.3	80.8	84.6	86.4	88.6	80.5
Women	35.2	48.9	63.8	64.2	65.9	73.7	77.4	80.0	65.0
Canada[3]									
Both sexes	43.9	59.7	...	[5]	72.2	77.0	81.2	82.3	75.4
Men	52.3	67.3	...	[5]	77.3	79.2	84.1	84.8	78.9
Women	34.8	50.1	...	[5]	67.4	73.0	79.0	79.9	71.9
Newfoundland and Labrador									
Both sexes	31.1	42.8	...	[5]	59.9	62.9	74.8	80.4	62.5
Men	35.6	50.3	...	[5]	66.4	63.5	77.8	82.3	65.0
Women	25.6	36.0	...	[5]	53.2	62.2	73.0	79.0	60.0
Prince Edward Island									
Both sexes	49.2	60.7	...	[5]	70.6	72.2	80.9	81.7	73.5
Men	57.2	66.4	...	[5]	75.1	73.4	81.9	83.5	75.2
Women	30.8	52.7	...	[5]	66.0	69.7	80.3	80.5	71.9
Nova Scotia									
Both sexes	39.3	56.6	...	[5]	70.4	71.7	78.7	82.9	72.4
Men	48.9	62.8	...	[5]	75.0	73.3	80.3	85.1	74.8
Women	23.5	49.5	...	[5]	66.0	68.9	77.7	81.0	70.2
New Brunswick									
Both sexes	39.3	51.4	...	[5]	72.2	74.3	80.2	84.2	72.7
Men	44.9	61.7	...	[5]	75.7	77.2	83.2	84.6	75.3
Women	30.7	39.2	...	[5]	69.0	69.5	77.9	83.8	70.1
Quebec									
Both sexes	40.4	59.8	...	[5]	70.2	74.5	82.1	81.9	73.6
Men	47.3	67.0	...	[5]	75.6	75.8	83.3	82.1	76.1
Women	32.6	51.3	...	[5]	65.2	72.6	81.2	81.7	71.1
Ontario									
Both sexes	45.1	57.4	...	[5]	71.3	75.5	80.8	81.9	75.3
Men	55.2	63.7	...	[5]	75.5	77.4	83.3	84.9	78.6
Women	35.6	49.3	...	[5]	67.2	71.7	78.8	79.0	72.2
Manitoba									
Both sexes	56.2	66.2	...	[5]	78.3	83.9	84.0	86.3	79.7
Men	70.8	76.0	...	[5]	84.8	85.5	88.5	88.9	84.7
Women	40.9	51.7	...	[5]	71.8	80.9	80.9	84.1	74.7
Saskatchewan									
Both sexes	52.2	68.5	...	[5]	80.5	86.5	84.9	87.1	81.8
Men	60.1	77.6	...	[5]	85.1	88.5	89.2	90.0	85.5
Women	39.7	53.3	...	[5]	75.2	83.4	83.0	84.7	78.1
Alberta									
Both sexes	58.5	68.8	...	[5]	77.3	84.3	83.8	85.6	80.7
Men	67.7	78.9	...	[5]	83.6	87.5	90.0	89.4	86.1
Women	46.9	56.2	...	[5]	71.1	76.0	79.8	82.0	75.0
British Columbia									
Both sexes	45.2	59.3	...	[5]	71.5	78.2	78.6	79.9	74.6
Men	53.7	66.9	...	[5]	77.0	80.5	84.5	84.0	79.2
Women	37.5	48.6	...	[5]	66.3	72.6	75.3	76.2	70.1

Table A.5.1 (concluded)

Employment rates[1] of 25- to 64-year-olds, by highest level of education attained and sex, Canada and jurisdictions, 2009

				Upper secondary education			Tertiary education		
	ISCED 0/1 (Pre-primary and primary)	ISCED 2 (Lower secondary)	ISCED 3C (Short programmes)	ISCED 3C (Long programmes)/ 3B	ISCED 3A	ISCED 4 (Post-secondary non-tertiary)	ISCED 5B (Type B)	ISCED 5A/6 (Advanced research programmes)	All levels of education
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9
	percent	percent	percent	percent		percent	percent		percent
Yukon									
Both sexes	x	53.1	...	[5]	79.6	79.1	84.8	90.1	79.2
Men	x	55.6	...	[5]	80.0	80.2	82.5	90.1	78.4
Women	x	50.0	...	[5]	79.2	73.1	85.9	90.1	79.9
Northwest Territories									
Both sexes	40.5	55.8	...	[5]	83.1	87.7	86.5	92.9	78.4
Men	35.2	56.6	...	[5]	89.1	87.4	92.4	93.9	80.1
Women	45.8	55.0	...	[5]	76.5	88.6	82.5	92.1	76.5
Nunavut									
Both sexes	46.9	52.0	...	[5]	70.4	74.1	86.0	93.0	66.6
Men	50.7	49.7	...	[5]	68.9	77.9	90.3	94.2	67.1
Women	43.2	54.7	...	[5]	71.9	65.9	82.0	92.2	66.0

... not applicable

x suppressed to meet the confidentiality requirements of the *Statistics Act*

1. Number of 25- to 64-year-olds in employment as a percentage of the population aged 25 to 64.
2. These averages are from *Education at a Glance 2011: OECD Indicators*, Table A7.1a, Employment rates and educational attainment, by gender (2009) and Table A7.1b (Web only), Employment rates and educational attainment (2009), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
3. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.

Note: [ ] Data included in column of the table whose number is shown in the squared brackets.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2011: OECD Indicators*.

Table A.5.2

Trends in employment rates[1] of 25- to 64-year-olds, by highest level of education attained, Canada and jurisdictions, 1997 to 2009

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
	percent												
OECD average[2]													
Below upper secondary	57.2	57.4	57.7	57.8	58.0	56.5	56.6	56.1	56.5	57.3	58.1	58.2	56.0
Upper secondary and postsecondary non-tertiary	74.3	74.6	75.0	75.4	75.4	74.6	74.4	74.3	74.8	75.5	75.9	76.1	74.2
Tertiary education	84.2	84.4	84.5	84.7	84.7	84.2	83.7	83.6	84.0	84.5	84.5	84.6	83.6
Canada[3]													
Below upper secondary	52.5	53.5	54.4	54.7	54.4	55.0	56.4	57.0	56.4	56.9	57.3	57.7	55.1
Upper secondary and postsecondary non-tertiary	73.9	74.4	75.3	76.0	75.4	75.8	76.3	76.7	76.3	76.0	76.5	76.5	73.7
Tertiary education	81.7	82.3	82.4	82.7	81.9	82.0	82.1	82.2	82.2	82.6	82.9	82.6	81.7
Newfoundland and Labrador													
Below upper secondary	32.7	34.6	36.6	34.5	35.8	35.8	35.5	39.0	36.3	37.3	37.8	39.3	38.4
Upper secondary and postsecondary non-tertiary	59.7	61.9	65.2	63.2	64.7	64.0	65.5	65.0	64.2	65.2	64.3	65.1	61.4
Tertiary education	75.1	73.9	76.7	75.4	76.4	75.9	74.8	75.1	76.6	77.5	78.2	77.2	77.2
Prince Edward Island													
Below upper secondary	52.3	54.4	50.4	56.5	55.2	55.4	57.9	57.5	60.2	55.6	55.6	58.6	57.6
Upper secondary and postsecondary non-tertiary	70.7	69.7	72.3	72.1	74.2	73.6	72.0	73.4	72.5	74.4	74.5	74.0	71.0
Tertiary education	79.7	81.1	80.1	81.7	80.9	79.9	82.3	83.0	83.2	82.2	81.9	82.7	81.2
Nova Scotia													
Below upper secondary	43.9	48.4	47.8	47.8	48.2	47.0	49.1	51.4	50.1	48.5	50.2	53.0	52.4
Upper secondary and postsecondary non-tertiary	69.2	69.6	71.4	70.9	70.3	71.9	70.3	73.2	73.1	71.4	71.6	71.5	70.9
Tertiary education	77.5	78.3	78.1	79.4	79.1	80.0	80.0	79.6	79.7	80.2	80.2	81.1	80.7
New Brunswick													
Below upper secondary	43.8	43.4	46.2	44.6	44.8	45.2	45.4	45.8	46.1	46.0	47.0	47.5	46.6
Upper secondary and postsecondary non-tertiary	69.0	68.2	69.9	71.8	68.8	70.6	70.0	72.1	72.1	72.9	73.2	72.5	72.7
Tertiary education	78.7	79.7	79.1	80.3	80.0	81.8	81.6	81.4	80.4	81.0	82.4	82.4	81.8
Quebec													
Below upper secondary	48.1	49.0	49.6	50.1	50.0	52.5	52.5	53.1	52.3	53.0	52.4	53.9	53.1
Upper secondary and postsecondary non-tertiary	69.4	70.6	72.1	73.1	72.7	73.7	74.2	74.3	73.9	73.0	73.9	73.8	72.0
Tertiary education	80.6	81.4	81.0	81.9	80.7	81.6	80.9	81.6	81.0	81.9	83.3	82.1	82.0
Ontario													
Below upper secondary	55.0	56.0	57.1	58.5	57.7	56.4	59.3	58.8	58.2	57.8	57.9	57.6	53.7
Upper secondary and postsecondary non-tertiary	74.2	75.1	76.0	76.7	76.5	76.3	76.9	77.3	76.7	75.8	75.8	75.7	72.2
Tertiary education	82.1	83.2	83.6	83.4	82.9	82.5	82.8	82.8	83.1	83.3	82.8	82.8	81.3
Manitoba													
Below upper secondary	61.7	64.2	63.7	64.8	63.2	65.8	63.9	67.1	63.0	63.4	64.9	66.5	63.7
Upper secondary and postsecondary non-tertiary	79.8	80.0	80.4	81.3	80.9	82.0	81.2	80.9	80.6	81.1	81.1	80.7	79.7
Tertiary education	83.8	84.9	85.2	84.2	84.6	85.3	85.5	85.2	85.8	85.0	85.8	85.7	85.2
Saskatchewan													
Below upper secondary	63.3	63.5	64.9	63.4	60.6	60.8	62.5	63.0	63.2	66.7	69.5	67.0	65.4
Upper secondary and postsecondary non-tertiary	81.0	82.6	81.8	82.1	80.6	81.8	82.7	82.5	81.7	82.4	82.8	83.1	82.7
Tertiary education	84.9	84.5	85.8	84.8	84.1	85.7	85.1	84.6	85.1	85.1	85.8	85.2	86.0
Alberta													
Below upper secondary	65.3	66.6	67.2	65.0	66.3	66.5	67.7	69.3	68.2	71.0	71.3	70.9	66.9
Upper secondary and postsecondary non-tertiary	81.3	81.6	81.7	81.7	81.9	82.2	82.4	82.7	82.4	82.8	83.5	84.2	79.8
Tertiary education	84.2	84.4	84.1	85.1	84.7	84.8	84.8	84.4	84.2	85.0	85.4	84.9	84.8

Table A.5.2 (concluded)

Trends in employment rates[1] of 25- to 64-year-olds, by highest level of education attained, Canada and jurisdictions, 1997 to 2009

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
	percent												
British Columbia													
Below upper secondary	52.9	51.8	53.7	53.7	54.0	54.4	55.8	58.0	58.9	59.3	61.7	60.8	55.8
Upper secondary and postsecondary non-tertiary	75.2	73.9	74.1	75.1	73.3	73.7	74.3	74.6	75.3	76.2	77.1	76.7	73.4
Tertiary education	81.2	80.8	80.7	80.9	79.1	78.5	79.4	79.7	79.7	80.1	80.3	80.5	79.4
Yukon													
Below upper secondary	60.0	61.3	59.9	60.5	56.3	60.9	61.0	58.8	55.7	61.5	58.9	59.6	53.9
Upper secondary and postsecondary non-tertiary	77.5	75.1	78.9	80.9	76.5	74.5	73.4	81.2	83.5	84.3	84.0	84.2	79.4
Tertiary education	85.1	84.2	85.1	86.6	85.5	86.5	86.7	88.4	87.5	88.8	85.4	89.5	87.4
Northwest Territories													
Below upper secondary	..	..	..	..	55.6	58.2	55.6	59.6	62.0	62.7	65.2	60.3	50.9
Upper secondary and postsecondary non-tertiary	..	..	..	..	81.9	86.0	85.7	86.2	87.2	88.8	87.4	86.2	84.8
Tertiary education	..	..	..	..	91.5	91.2	90.8	91.3	92.3	93.1	92.1	90.5	90.0
Nunavut													
Below upper secondary	...	...	..	..	..	..	..	45.5	46.3	51.2	56.7	50.4	49.6
Upper secondary and postsecondary non-tertiary	...	...	..	..	..	..	..	78.0	78.0	80.3	81.3	72.0	71.7
Tertiary education	...	...	..	..	..	..	..	91.1	92.5	93.1	90.2	88.4	89.0

.. not available for a specific reference period

... not applicable

1 Number of 25- to 64-year-olds in employment as a percentage of the population aged 25 to 64.

2. These averages are from *Education at a Glance 2011: OECD Indicators*, Table A7.3a, Trends in employment rates of 25-64 year-olds by educational attainment (1997-2009), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.

3. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2011: OECD Indicators*.

Table A.6.1

Relative earnings[1] of 25- to 64-year-olds with income from employment, by highest level of education attained, age group and sex, Canada and provinces, 2008

	ISCED 0/1 and 2 (Below upper secondary education)			ISCED 4 (Postsecondary non-tertiary education)[2]			ISCED 5B (Tertiary-type-B education)		
	Age group			Age group			Age group		
	25 to 64	25 to 34	55 to 64	25 to 64	25 to 34	55 to 64	25 to 64	25 to 34	55 to 64
	index (ISCED 3, upper secondary, and ISCED 4, postsecondary non-tertiary education = 100)[2]								
OECD average[3,4]									
Both sexes	77	82	72	112	103	116	123	119	124
Men	78	82	75	112	102	113	125	122	122
Women	74	77	69	116	104	119	129	124	134
Canada[4]									
Both sexes	80	87	75	112	116	101	111	109	118
Men	80	82	76	111	117	102	111	109	120
Women	70	85	68	102	107	88	121	126	121
Newfoundland and Labrador									
Both sexes	54	94	45	115	132	117	119	126	107
Men	56	71	44	112	120	114	122	112	117
Women	53	113	77	109	100	90	133	157	164
Prince Edward Island									
Both sexes	79	120	64	99	139	95	125	145	118
Men	78	125	67	89	145	92	116	179	107
Women	65	38	59	112	94	102	154	109	134
Nova Scotia									
Both sexes	82	105	78	103	123	110	106	108	96
Men	83	120	75	106	135	119	106	119	95
Women	64	22	77	94	94	81	114	117	105
New Brunswick									
Both sexes	81	69	83	107	110	115	115	117	116
Men	81	68	80	103	108	114	109	126	86
Women	57	75	75	115	132	108	130	109	166
Quebec									
Both sexes	72	84	67	101	107	94	122	119	134
Men	76	75	71	97	104	96	123	113	143
Women	59	81	60	107	104	91	125	138	122
Ontario									
Both sexes	85	97	79	112	133	87	113	119	107
Men	88	96	87	117	145	95	115	126	116
Women	70	66	59	88	119	64	119	115	106
Manitoba									
Both sexes	80	76	85	109	101	90	106	123	105
Men	77	80	76	117	123	90	101	130	102
Women	76	68	106	102	100	95	128	143	128
Saskatchewan									
Both sexes	76	74	77	109	108	101	102	95	119
Men	68	65	68	106	113	101	99	95	103
Women	74	60	77	115	116	109	130	137	138
Alberta									
Both sexes	86	73	80	127	139	116	96	96	116
Men	87	77	75	113	128	95	97	99	114
Women	87	83	101	120	110	158	115	129	139
British Columbia									
Both sexes	82	96	83	125	112	125	107	85	124
Men	81	88	80	115	104	118	113	84	125
Women	75	130	60	124	124	94	109	113	122

Table A.6.1 (continued)

Relative earnings[1] of 25- to 64-year-olds with income from employment, by highest level of education attained, age group and sex, Canada and provinces, 2008

	ISCED 5A/6 (Tertiary-type A and Advanced research programmes)			All tertiary education		
	Age group			Age group		
	25 to 64	25 to 34	55 to 64	25 to 64	25 to 34	55 to 64
	index (ISCED 3, upper secondary, and ISCED 4, postsecondary non-tertiary education = 100)[2]					
OECD average[3,4]						
Both sexes	163	144	182	153	139	166
Men	168	145	181	159	141	168
Women	164	156	180	156	149	168
Canada[4]						
Both sexes	170	141	206	140	126	163
Men	172	131	208	143	120	171
Women	176	183	175	147	157	144
Newfoundland and Labrador						
Both sexes	164	149	91	138	138	100
Men	154	130	75	134	120	96
Women	220	238	164	171	208	164
Prince Edward Island						
Both sexes	170	171	102	141	156	112
Men	164	192	112	133	183	109
Women	204	178	99	172	141	121
Nova Scotia						
Both sexes	165	148	194	134	129	142
Men	164	144	185	133	132	140
Women	185	206	214	149	167	153
New Brunswick						
Both sexes	175	139	173	139	126	140
Men	169	163	153	132	138	122
Women	189	144	173	153	126	168
Quebec						
Both sexes	181	154	173	151	135	153
Men	184	142	185	154	127	164
Women	182	186	147	152	161	134
Ontario						
Both sexes	184	154	231	150	139	175
Men	194	157	250	158	142	202
Women	175	167	168	147	147	133
Manitoba						
Both sexes	159	160	177	130	141	140
Men	153	151	163	127	141	138
Women	175	196	146	148	166	134
Saskatchewan						
Both sexes	143	109	172	119	102	146
Men	120	90	139	108	93	121
Women	213	201	226	165	168	183

Table A.6.1 (concluded)

Relative earnings[1] of 25- to 64-year-olds with income from employment, by highest level of education attained, age group and sex, Canada and provinces, 2008

	ISCED 5A/6 (Tertiary-type A and Advanced research programmes)			All tertiary education		
	Age group			Age group		
	25 to 64	25 to 34	55 to 64	25 to 64	25 to 34	55 to 64
	index (ISCED 3, upper secondary, and ISCED 4, postsecondary non-tertiary education = 100)[2]					
Alberta						
Both sexes	130	135	182	112	115	148
Men	121	123	193	110	111	156
Women	160	196	145	135	159	141
British Columbia						
Both sexes	159	106	192	132	98	161
Men	166	77	165	140	80	149
Women	157	186	220	132	160	166

1. Relative earnings are the mean annual earnings (before tax) from employment of individuals with a certain level of educational attainment divided by the mean annual earnings (before tax) from employment of individuals whose highest level of education is upper secondary or postsecondary non-tertiary, multiplied by 100. Certain comparisons across groups and between the sexes should not be made; e.g., men aged 25 to 34 with below upper secondary education should not be compared with men aged 55 to 64 with the same educational attainment, nor with women aged 25 to 34 with below upper secondary education. Comparisons may be made between men (or women) who have different educational attainment but are in the same age group.
2. The reference category comprises individuals whose highest level of education is upper secondary or postsecondary non-tertiary.
3. These averages are from *Education at a Glance 2011: OECD Indicators*, Table A8.1, Relative earnings of the population with income from employment (2009 or latest available year), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
4. The most recent data available for Canada and provinces are for 2008; these estimates were submitted to the OECD and will be included in its average figures for 2009.

Sources: Statistics Canada, Survey of Labour and Income Dynamics (SLID); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2011: OECD Indicators*.

Table A.6.2

Trends in relative earnings[1] for 25- to 64-year-olds, by highest level of education attained, Canada and provinces, 1998 to 2008

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
	index (upper secondary and postsecondary non-tertiary education = 100)										
OECD average											
Below upper secondary	..	78	79	80	80	79	78	78	78	78	78
Tertiary	..	151	151	145	148	148	155	151	157	154	152
Canada[2]											
Below upper secondary	77	79	79	76	77	78	77	77	75	79	80
Tertiary	140	140	144	144	138	140	137	137	139	142	140
Newfoundland and Labrador											
Below upper secondary	59	55	55	53	62	62	57	60	54	57	54
Tertiary	142	128	141	130	138	138	141	152	157	156	138
Prince Edward Island											
Below upper secondary	72	77	71	69	63	65	63	67	71	70	79
Tertiary	143	126	135	137	137	137	137	133	125	128	141
Nova Scotia											
Below upper secondary	73	69	69	69	71	74	74	81	81	78	82
Tertiary	134	125	131	132	123	128	123	134	142	141	134
New Brunswick											
Below upper secondary	70	76	71	65	68	68	71	69	66	74	81
Tertiary	138	136	130	131	140	141	140	145	141	153	139
Quebec											
Below upper secondary	81	81	80	78	81	78	78	80	75	76	72
Tertiary	150	150	148	160	167	158	150	158	159	161	151
Ontario											
Below upper secondary	81	83	84	80	77	80	81	78	79	85	85
Tertiary	145	144	152	150	134	142	142	136	144	146	150
Manitoba											
Below upper secondary	79	70	71	84	75	79	77	83	78	76	80
Tertiary	121	128	135	132	137	134	132	142	139	135	130
Saskatchewan											
Below upper secondary	75	73	77	81	75	77	76	79	79	85	76
Tertiary	136	131	135	136	124	131	126	127	117	124	119
Alberta											
Below upper secondary	69	80	75	72	94	92	84	74	70	74	86
Tertiary	125	132	131	124	124	120	124	114	107	118	112
British Columbia											
Below upper secondary	83	87	82	79	74	80	80	92	87	98	82
Tertiary	124	124	124	124	117	121	113	126	131	128	132

.. not available for a specific reference period

1. Relative earnings are the mean annual earnings (before tax) from employment of individuals with a certain level of educational attainment divided by the mean annual earnings (before tax) from employment of individuals whose highest level of education is upper secondary or postsecondary non-tertiary, multiplied by 100.
2. The most recent data available for Canada and provinces are for 2008; these estimates were submitted to the OECD.

Note: These averages are from *Education at a Glance 2011: OECD Indicators*, Table A8.2a, Trends in relative earnings: Total population (1999-2009), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.

Source: Statistics Canada, Survey of Labour and Income Dynamics (SLID).

Table A.6.3

Trends in differences in earnings of men and women,[1] 25- to 64-year-olds with income from employment, by highest level of education attained, Canada and provinces, 1998 to 2008

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
	percent[1]										
OECD average											
Below upper secondary	..	66	62	65	65	65	67	63	66	64	63
Upper secondary and postsecondary non-tertiary	..	68	65	68	68	66	70	68	69	65	66
Tertiary education	..	63	63	64	65	65	67	66	65	64	64
Canada[2]											
Below upper secondary	52	51	52	51	50	52	52	53	53	52	53
Upper secondary and postsecondary non-tertiary	59	60	60	59	61	59	60	61	62	63	61
Tertiary education	61	60	58	58	60	61	61	62	62	63	63
Newfoundland and Labrador											
Below upper secondary	49	51	56	51	55	65	54	49	45	43	44
Upper secondary and postsecondary non-tertiary	54	54	61	55	54	60	53	54	54	56	46
Tertiary	67	64	57	59	62	62	58	58	56	58	58
Prince Edward Island											
Below upper secondary	55	42	51	60	57	58	62	59	54	53	49
Upper secondary and postsecondary non-tertiary	63	65	64	55	53	58	61	54	54	53	59
Tertiary	61	65	64	72	62	66	72	80	77	78	76
Nova Scotia											
Below upper secondary	49	47	49	55	44	49	45	47	51	55	42
Upper secondary and postsecondary non-tertiary	59	51	54	52	49	53	52	52	58	53	54
Tertiary	62	74	68	63	67	67	68	66	67	70	61
New Brunswick											
Below upper secondary	43	47	51	53	52	55	58	53	67	60	43
Upper secondary and postsecondary non-tertiary	56	56	60	56	59	59	64	67	67	65	61
Tertiary	66	65	62	64	64	63	57	65	67	68	71
Quebec											
Below upper secondary	51	52	56	53	56	52	57	57	60	60	57
Upper secondary and postsecondary non-tertiary	66	66	66	64	66	62	60	67	68	67	72
Tertiary	63	68	70	67	69	72	70	62	67	68	72
Ontario											
Below upper secondary	54	53	51	51	47	51	49	50	51	52	53
Upper secondary and postsecondary non-tertiary	60	60	63	59	60	59	62	60	67	67	66
Tertiary	61	58	53	54	58	58	58	64	61	64	61
Manitoba											
Below upper secondary	51	56	59	52	65	63	60	57	56	53	54
Upper secondary and postsecondary non-tertiary	56	63	62	63	63	63	69	59	55	53	55
Tertiary	70	65	64	69	67	69	69	67	68	66	64
Saskatchewan											
Below upper secondary	55	60	60	57	57	55	57	48	49	48	50
Upper secondary and postsecondary non-tertiary	55	60	59	60	60	63	58	55	57	57	46
Tertiary	59	65	62	62	64	65	69	66	67	67	70
Alberta											
Below upper secondary	50	46	45	40	42	37	41	45	43	44	46
Upper secondary and postsecondary non-tertiary	47	50	48	52	51	48	50	54	49	57	46
Tertiary	54	58	56	57	59	60	56	57	54	48	57
British Columbia											
Below upper secondary	50	42	46	57	54	60	53	60	53	43	57
Upper secondary and postsecondary non-tertiary	61	60	59	56	74	65	64	64	62	63	61
Tertiary	59	57	57	59	55	56	62	58	65	65	58

.. not available for a specific reference period

1. Average annual earnings of women as a percentage of earnings of men.
2. The most recent data available for Canada and provinces are for 2008; these estimates were submitted to the OECD.

Note: These averages are from *Education at a Glance 2011: OECD Indicators*, Table A8.3b, Trends in differences in earnings between women and men (1999-2009), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.

Source: Statistics Canada, Survey of Labour and Income Dynamics (SLID).

Table B.1.1.1

Annual expenditure by educational institutions, per student for all services, by educational level, Canadian dollars, Canada and jurisdictions, 2007

	ISCED 0 (Pre-primary education, children aged 3 and older)	ISCED 1 (Primary)[1]	ISCED 2 (Lower secondary)	ISCED 3 (Upper secondary)[1]	ISCED levels 0 to 3	ISCED 5A/6 (Tertiary-type A and Advanced research programmes) including R&D	ISCED 5A/6 (Tertiary-type A and Advanced research programmes) excluding R&D
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
	Canadian dollars						
Canada	[2]	10,016	[2]	11,116	10,438	30,317	19,362
Newfoundland and Labrador	[2]	9,579	[2]	12,432	10,395	28,186	19,213
Prince Edward Island	[2]	9,181	[2]	7,794	8,766	33,908	24,119
Nova Scotia	[2]	9,458	[2]	11,852	10,104	27,558	18,538
New Brunswick	[2]	9,126	[2]	9,479	9,251	24,835	17,924
Quebec	[2]	10,199	[4]	10,408	10,300	29,103	16,483
Ontario	[2]	9,751	[2]	11,680	10,449	28,244	17,678
Manitoba	[2]	11,101	[2]	11,557	11,263	27,182	17,671
Saskatchewan	[2]	8,919	[2]	13,213	10,150	33,814	25,448
Alberta	[2]	10,154	[2]	13,283	11,022	39,937	26,622
British Columbia	[2]	10,921	[4]	8,970	10,008	35,849	25,374
Yukon	[2]	24,008	[4]	16,009	20,299	...	...
Northwest Territories	[2]	18,018	[2]	20,022	18,583	...	...
Nunavut	[2]	14,223	[2]	19,522	15,605	...	...

... not applicable

1. The grades reflected in these ISCED categories vary by province/territory. Upper secondary includes Grades 7 to 11 in Quebec, Grades 8 to 12 in British Columbia and the Yukon, Grades 9 to 12 in New Brunswick, Ontario and Manitoba, and Grades 10 to 12 in Newfoundland and Labrador, Prince Edward Island, Nova Scotia, Saskatchewan, Alberta, Northwest Territories and Nunavut.

Note: [ ] Data included in column of the table whose number is shown in the squared brackets.

Sources: Statistics Canada, Elementary-Secondary Education Statistics Project (now the Elementary-Secondary Education Survey); Survey of Uniform Financial System - School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; Financial Information of Universities and Colleges Survey; Postsecondary Student Information System (PSIS); 2006 Census of Population.

Table B.1.1.2

Annual expenditure by educational institutions, per student for all services, by educational level, in equivalent US dollars converted using purchasing power parity, Canada and jurisdictions, 2007

	ISCED 0 (Pre-primary education, children aged 3 and older)	ISCED 1 (Primary)[1]	ISCED 2 (Lower secondary)	ISCED 3 (Upper secondary)[1]	ISCED levels 0 to 3	ISCED 5A/6 (Tertiary-type A and Advanced research programmes) including R&D	ISCED 5A/6 (Tertiary-type A and Advanced research programmes) excluding R&D
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
				US dollars			
OECD average[2,3]	6,210	7,153	8,498	9,396	8,169	13,717	9,349
Canada	[2]	8,114	[2]	9,005	8,456	24,561	15,686
Newfoundland and Labrador	[2]	7,760	[2]	10,071	8,421	22,834	15,565
Prince Edward Island	[2]	7,437	[2]	6,314	7,101	27,469	19,539
Nova Scotia	[2]	7,662	[2]	9,602	8,185	22,325	15,018
New Brunswick	[2]	7,393	[2]	7,679	7,495	20,119	14,520
Quebec	[2]	8,262	[4]	8,432	8,345	23,577	13,353
Ontario	[2]	7,900	[2]	9,462	8,465	22,881	14,321
Manitoba	[2]	8,993	[2]	9,362	9,124	22,020	14,315
Saskatchewan	[2]	7,226	[2]	10,704	8,223	27,393	20,616
Alberta	[2]	8,226	[2]	10,761	8,929	32,353	21,567
British Columbia	[2]	8,847	[4]	7,266	8,107	29,042	20,556
Yukon	[2]	19,449	[4]	12,969	16,445	...	...
Northwest Territories	[2]	14,597	[2]	16,220	15,055	...	...
Nunavut	[2]	11,522	[2]	15,815	12,642	...	...

... not applicable

1. The grades reflected in these ISCED categories vary by province/territory. Upper secondary includes Grades 7 to 11 in Quebec, Grades 8 to 12 in British Columbia and the Yukon, Grades 9 to 12 in New Brunswick, Ontario and Manitoba, and Grades 10 to 12 in Newfoundland and Labrador, Prince Edward Island, Nova Scotia, Saskatchewan, Alberta, Northwest Territories and Nunavut. The figures for Canada that appear in *Education at a Glance 2011: OECD Indicators* reflect enrolment at the secondary level based on Grades 9 to 12.
2. These averages are from *Education at a Glance 2011: OECD Indicators*, Table B.1.1a, Annual expenditure by educational institutions per student for all services (2008) and Table B.1.2, Annual expenditure per student by educational institutions on core services, ancillary services and Research & Development (2008). These tables present the most recent available data for the Organisation for Economic Co-operation and Development's member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
3. In column 5, the OECD average includes postsecondary non-tertiary education (ISECD 4). In columns 6 and 7, the OECD averages include the entire tertiary sector (ISCED levels 5A, 5B and 6), and the figures for Canada and the provinces and territories reflect the university levels only (ISCED 5A/6).
4. Due to early cutoff dates for submission of data to the OECD, the figures for Canada presented in this report are not the same as those published in the OECD's *Education at a Glance 2011: OECD Indicators*. The figures presented in this report represent the most recent available.

Note: [ ] Data included in column of the table whose number is shown in the squared brackets.

Sources: Statistics Canada, Elementary-Secondary Education Statistics Project (now the Elementary-Secondary Education Survey); Survey of Uniform Financial System - School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; Financial Information of Universities and Colleges Survey; Postsecondary Student Information System (PSIS); 2006 Census of Population; and Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2011: OECD Indicators*.

Table B.1.2.1

Annual expenditure by educational institutions, per student on core services, ancillary services and research and development, Canadian dollars, Canada and jurisdictions, 2007

	ISCED levels 0 to 3.Pre-primary, primary and upper and lower secondary			ISCED levels 5A and 6.Tertiary-type A and Advanced research programmes			
	Educational core services	Ancillary services (transport, meals, housing provided by institutions)	Total	Educational core services	Ancillary services (transport, meals, housing provided by institutions)	Research and development[1]	Total
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
	Canadian dollars			Canadian dollars			
Canada	9,899	539	10,438	17,689	1,673	10,955	30,317
Newfoundland and Labrador	9,760	635	10,395	17,796	1,417	8,973	28,186
Prince Edward Island	8,264	502	8,766	22,371	1,748	9,788	33,908
Nova Scotia	9,616	488	10,104	16,229	2,310	9,020	27,558
New Brunswick	8,778	473	9,251	16,255	1,669	6,911	24,835
Quebec	9,625	675	10,300	15,703	781	12,619	29,103
Ontario	9,920	530	10,449	15,883	1,795	10,566	28,244
Manitoba	10,795	467	11,263	16,538	1,133	9,511	27,182
Saskatchewan	9,597	552	10,150	23,763	1,685	8,365	33,814
Alberta	10,439	583	11,022	24,779	1,843	13,315	39,937
British Columbia	9,677	331	10,008	22,578	2,796	10,475	35,849
Yukon	20,134	166	20,299	...	...	...	...
Northwest Territories	18,445	138	18,583	...	...	...	...
Nunavut	15,382	223	15,605	...	...	...	...

... not applicable

1. Research and development is an estimate that contains direct and indirect costs for both sponsored research and non sponsored research.

Sources: Statistics Canada, Elementary-Secondary Education Statistics Project (now the Elementary-Secondary Education Survey); Survey of Uniform Financial System - School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; Financial Information of Universities and Colleges Survey; Postsecondary Student Information System (PSIS); 2006 Census of Population.

Table B.1.2.2

Annual expenditure by educational institutions, per student on core services, ancillary services and research and development, in equivalent US dollars converted using purchasing power parity, Canada and jurisdictions, 2007

	ISCED levels 0 to 3, Pre-primary, primary and upper and lower secondary			ISCED levels 5A and 6, Tertiary-type A and Advanced research programmes			
	Educational core services	Ancillary services (transport, meals, housing provided by institutions)	Total	Educational core services	Ancillary services (transport, meals, housing provided by institutions)	Research and development[1]	Total
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
	US dollars			US dollars			
OECD average[2,3]	7,617	511	8,169	9,148	556	4,050	13,717
Canada[4]	8,020	437	8,456	14,330	1,355	8,875	24,561
Newfoundland and Labrador	7,906	514	8,421	14,417	1,148	7,269	22,834
Prince Edward Island	6,695	406	7,101	18,123	1,416	7,930	27,469
Nova Scotia	7,790	395	8,185	13,147	1,871	7,307	22,325
New Brunswick	7,111	383	7,495	13,168	1,352	5,599	20,119
Quebec	7,798	547	8,345	12,721	632	10,223	23,577
Ontario	8,036	429	8,465	12,867	1,454	8,560	22,881
Manitoba	8,746	378	9,124	13,398	918	7,705	22,020
Saskatchewan	7,775	448	8,223	19,251	1,365	6,777	27,393
Alberta	8,457	472	8,929	20,074	1,493	10,786	32,353
British Columbia	7,839	268	8,107	18,290	2,265	8,486	29,042
Yukon	16,311	134	16,445	...	...	...	...
Northwest Territories	14,943	112	15,055	...	...	...	...
Nunavut	12,461	181	12,642	...	...	...	...

... not applicable

1. Research and development is an estimate that contains direct and indirect costs for both sponsored research and non sponsored research.
2. These averages are from *Education at a Glance 2011: OECD Indicators*, Table B.1.2, Annual expenditure per student by educational institutions on core services, ancillary services and Research & Development (2008), which presents the most recent available data for the Organisation for Economic Co-operation and Development's member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
3. In columns 1 to 3, the OECD averages include postsecondary non-tertiary education. In columns 4 to 7, the OECD averages include the entire tertiary sector (ISCED levels 5A, 5B, 6).
4. Due to early cutoff dates for submission of data to the OECD, the figures for Canada presented in this report are not the same as those published in the OECD's *Education at a Glance 2011: OECD Indicators*. The figures presented in this report represent the most recent available.

Sources: Statistics Canada, Elementary-Secondary Education Statistics Project (now the Elementary-Secondary Education Survey); Survey of Uniform Financial System - School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; Financial Information of Universities and Colleges Survey; Postsecondary Student Information System (PSIS); 2006 Census of Population; and Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2011: OECD Indicators*.

Table B.2.1

Public and private expenditure[1] on educational institutions as a percentage of GDP, by level of education, Canada and jurisdictions, 2007

	Primary, secondary and postsecondary non-tertiary education					Tertiary education			
	ISCED 0 (Pre-primary education, children aged 3 and older)	All primary, secondary and postsecondary non-tertiary	ISCED 1/2 (Primary and lower secondary)	ISCED 3 (Upper secondary)	ISCED 4 (Post-secondary non-tertiary)	Total tertiary	ISCED 5B (Type B)	ISCED 5A/6 (Type A and advanced research programmes)	All levels of education combined (including undistributed programmes)
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9
	percent	percent				percent			percent
OECD average[2,3]	0.5	3.8	2.5	1.2	0s	1.5	0.2	1.3	5.9
Canada[3]	[2]	3.5	[2]	[2]	[7]	2.5	1.0	1.6	6.0
Newfoundland and Labrador	[2]	2.5	[2]	[2]	[7]	1.9	0.6	1.3	4.4
Prince Edward Island	[2]	4.1	[2]	[2]	[7]	3.8	1.4	2.4	7.9
Nova Scotia	[2]	4.2	[2]	[2]	[7]	3.5	0.9	2.6	7.7
New Brunswick	[2]	3.9	[2]	[2]	[7]	2.7	0.9	1.8	6.6
Quebec	[2]	3.9	[2]	[2]	[7]	3.1	1.4	1.7	7.0
Ontario	[2]	3.8	[2]	[2]	[7]	2.5	0.8	1.7	6.3
Manitoba	[2]	4.7	[2]	[2]	[7]	2.3	0.8	1.5	7.1
Saskatchewan	[2]	3.4	[2]	[2]	[7]	2.4	0.9	1.5	5.8
Alberta	[2]	2.4	[2]	[2]	[7]	1.3	0.2	1.1	3.7
British Columbia	[2]	3.3	[2]	[2]	[7]	2.7	1.6	2.7	5.9
Yukon	[2]	5.6	[2]	[2]	[7]	2.4	2.4	0.0	7.9
Northwest Territories	[2]	3.6	[2]	[2]	[7]	1.8	1.8	0.0	5.4
Nunavut	[2]	9.8	[2]	[2]	[7]	3.3	3.3	0.0	13.0

0s value rounded to 0 (zero) where there is a meaningful distinction between true zero and the value that was rounded

1. Including international sources.
2. These averages are from *Education at a Glance 2011: OECD Indicators*, Table B2.2, Expenditure on educational institutions as a percentage of GDP by level of education (2008), which presents the most recent available data for the Organisation for Economic Co-operation and Development's member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
3. Canada classifies expenditure by education level in a way that differs slightly from that of most other countries; that is, expenditure on pre-elementary education is grouped with expenditure at the elementary and secondary levels, while expenditure on postsecondary non-tertiary education (essentially technical and vocational training) is grouped with tertiary-type B expenditure. This should not affect international comparability, however, since expenditure at the elementary and secondary levels is dominant. The most recent data available for Canada, the provinces and territories are for 2007; these estimates were submitted to the OECD and will be included in its average figures for 2008.

Note: [ ] Data included in column of the table whose number is shown in the squared brackets.

Sources: Statistics Canada: Elementary-Secondary Education Statistics Project (now the Elementary-Secondary Education Survey); Survey of Uniform Financial System - School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Financial Information of Universities and Colleges Survey; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; and Financial Statistics of Community Colleges and Vocational Schools; and Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2011: OECD Indicators*.

Table B.3.1

Distribution of total and current expenditure by educational institutions, from public and private sources, by level of education, Canada and jurisdictions, 2007

	Primary, secondary and postsecondary non-tertiary education					
	Percentage of total expenditure		Percentage of current expenditure			
	Current	Capital	Compensation of teachers	Compensation of other staff	Compensation of all staff	Other current expenditure
	percentage		percentage			
OECD average[1,2]	92.1	7.9	63.2	15.6	79.0	21.0
Canada[2,3]	93.0	7.0	62.4	15.5	77.8	22.2
Newfoundland and Labrador	96.2	3.8	62.9	11.0	73.9	26.1
Prince Edward Island	97.5	2.5	65.5	14.9	80.3	19.7
Nova Scotia	94.6	5.4	59.1	11.4	70.5	29.5
New Brunswick	96.3	3.7	67.3	11.3	78.6	21.4
Quebec	93.3	6.7	57.2	18.1	75.3	24.7
Ontario	91.9	8.1	66.3	16.3	82.5	17.5
Manitoba	96.7	3.3	51.4	19.4	70.8	29.2
Saskatchewan	95.9	4.1	53.0	19.8	72.8	27.2
Alberta	92.1	7.9	67.3	9.1	76.5	23.5
British Columbia	94.0	6.0	61.3	13.9	75.2	24.8
Yukon	92.5	7.5	61.2	8.5	69.6	30.4
Northwest Territories	87.8	12.2	62.1	15.8	77.9	22.1
Nunavut	89.2	10.8	67.4	17.2	84.6	15.4

	Tertiary education					
	Percentage of total expenditure		Percentage of current expenditure			
	Current	Capital	Compensation of teachers	Compensation of other staff	Compensation of all staff	Other current expenditure
	percentage		percentage			
OECD average[1,2]	90.9	9.1	42.6	25.1	68.5	31.5
Canada[2,3]	90.3	9.7	36.6	26.8	63.4	36.6
Newfoundland and Labrador	95.8	4.2	31.7	31.7	63.4	36.6
Prince Edward Island	87.9	12.1	27.4	32.5	59.9	40.1
Nova Scotia	93.6	6.4	34.5	26.8	61.3	38.7
New Brunswick	93.6	6.4	37.8	26.7	64.5	35.5
Quebec	88.8	11.2	41.0	25.6	66.6	33.4
Ontario	91.3	8.7	35.4	26.5	61.9	38.1
Manitoba	88.9	11.1	36.8	26.8	63.6	36.4
Saskatchewan	88.4	11.6	35.0	29.9	64.9	35.1
Alberta	85.1	14.9	33.6	28.5	62.1	37.9
British Columbia	87.7	12.3	37.2	26.5	63.7	36.3
Yukon	100.0	0.0	33.9	25.4	59.3	40.7
Northwest Territories	100.0	0.0	32.8	22.5	55.3	44.7
Nunavut	100.0	0.0	35.6	24.2	59.8	40.2

0 true zero or a value rounded to zero

1. These averages are from *Education at a Glance 2011: OECD Indicators*, Table B6.2b, Expenditure by educational institutions, by resource category and level of education (2008), which presents the most recent available data for the Organisation for Economic Co-operation and Development's member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
2. The most recent data available for Canada and the provinces are for 2007; these estimates were submitted to the OECD and will be included in its average figures for 2008. In Canada (and in provinces and territories), expenditures for postsecondary non-tertiary education are aggregated with those for tertiary-type 5B education. Due to early cutoff dates for submission of data to the OECD, the figures for Canada presented in this report may not be the same as those published in the OECD's *Education at a Glance 2011: OECD Indicators*. The figures presented in this report represent the most recent available.
3. Public institutions only at the tertiary level.

Notes: Current expenditure refers to spending on resources used each year by institutions as they carry out their activities. Capital expenditure refers to spending on assets that last longer than one year, including spending on new or replacement equipment and construction or renovation of buildings. Neither takes expenditure related to debt service into account.

Sources: Statistics Canada: Elementary-Secondary Education Statistics Project (now the Elementary-Secondary Education Survey); Survey of Uniform Financial System - School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Financial Information of Universities and Colleges Survey; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; and Financial Statistics of Community Colleges and Vocational Schools; and Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2011: OECD Indicators*.

Table C.1.1

Student mobility and foreign students in tertiary education, and average annual growth rate for international and foreign enrolments, Canada and jurisdictions, 2008

	Student mobility					Foreign enrolments				
	International students[1] as a percentage of all tertiary enrolment					Foreign students[2] as a percentage of all tertiary enrolment				
	Total tertiary	ISCED 5B (Tertiary-type B programmes)	ISCED 5A (Tertiary-type A programmes	ISCED 6 (Advanced research programmes)	2008/2001, average annual growth rate, total tertiary[3]	Total tertiary	ISCED 5B (Tertiary-type B programmes)	ISCED 5A (Tertiary-type A programmes	ISCED 6 (Advanced research programmes)	2008/2001, average annual growth rate, total tertiary[3]
	percentage				rate	percentage				rate
OECD average[4]	6.4	3.9	6.5	17.5	..	8.7	6.2	8.7	21.1	12.5
Canada[5]	6.4	3.8	6.9	20.2	8.8	13.1	9.6	13.5	39.2	6.9
Newfoundland and Labrador	5.6	4.3	5.4	30.1	17.7	7.8	4.5	7.8	50.0	12.9
Prince Edward Island	11.8	21.0	6.7	40.0	25.6	13.7	21.7	9.3	60.0	22.6
Nova Scotia	7.6	1.8	9.0	15.5	7.7	9.5	2.7	11.0	30.0	6.5
New Brunswick	9.7	1.4	11.8	22.8	8.2	11.1	2.0	13.2	36.6	7.3
Quebec	5.9	2.3	7.8	18.0	7.4	14.1	10.1	15.2	39.7	8.6
Ontario	6.0	5.4	5.8	18.5	12.7	13.9	11.6	14.0	35.9	7.3
Manitoba	7.2	1.2	8.0	32.5	18.1	10.4	2.1	11.5	44.8	11.4
Saskatchewan[6]	5.4	0.5	5.9	33.5	7.4	7.5	1.9	7.9	47.7	5.9
Alberta	5.2	4.0	4.9	24.7	7.9	11.3	10.6	10.0	45.3	8.0
British Columbia	8.2	3.8	9.4	23.1	3.9	13.5	6.1	15.4	41.9	2.0
Yukon	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Northwest Territories	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Nunavut	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

.. not available for a specific reference period

0 true zero or a value rounded to zero

1. Those who, for the specific purpose of pursuing their education, go to a country other than their country of residence or the country in which they were previously educated. These students may be defined on the basis of either the country of which they were permanent residents or the country in which they were previously educated (regardless of their nationality). In Canada, for the purpose of measuring student mobility, international students are defined on the basis of their country of residence; the concept includes students who are not Canadian citizens and who do not hold a permanent residency permit in Canada.
2. Those who are educated in a country for which they do not hold citizenship. In Canada, as in other countries, this concept covers all students who are not Canadian citizens (it therefore includes permanent residents). Foreign enrolments include international students and Canadian students who are not Canadian citizens but who hold a permanent residency permit (formerly called landed immigrants).
3. Canada's average annual growth rates have been calculated using 2008 and 2001 international and foreign enrolments. For foreign enrolments, the OECD used 2009 and 2000 to calculate its index, which was used to calculate an average annual growth rate for this table.
4. These averages are from *Education at a Glance 2011: OECD Indicators*, Table C3.1, International and foreign students in tertiary education (2000, 2004, 2009), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
5. Excludes private institutions. The most recent data available for Canada and its jurisdictions are for 2008. Due to early cutoff dates for submission of data to the OECD, the figures for Canada presented in this report are not the same as those published in the OECD's *Education at a Glance 2011: OECD Indicators*. The figures presented in this report represent the most recent available.
6. The University of Regina, in Saskatchewan, has not reported its enrolments to PSIS since 2005/2006. The student mobility rate and foreign student rate for Saskatchewan were calculated using the 2004 enrolments from the University of Regina.

Sources: Statistics Canada, Postsecondary Student Information System (PSIS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2011: OECD Indicators*.

Table C.2.1

Percentage of 15- to 29-year-old population in education and not in education, by age group and labour force status, Canada and jurisdictions, 2009

	In education					Not in education				
	Students in work-study programmes[1]	Other employed	Unemployed[2]	Not in the labour force[3]	Total, in education	Employed[4]	Unemployed[2]	Not in the labour force[3]	Total, not in education	Total
	percentage					percentage				percentage
OECD average[5]										
15 to 19	...	13.3	3.0	65.6	84.4	7.4	3.1	5.5	15.6	100.0
20 to 24	...	14.1	1.7	26.0	43.1	39.2	8.2	18.0	56.9	100.0
25 to 29	...	8.3	0.8	5.8	14.7	66.1	7.5	11.7	85.3	100.0
Canada[6]										
15 to 19	...	29.0	6.2	45.2	80.3	11.5	3.4	4.7	19.7	100.0
20 to 24	...	18.3	1.6	18.2	38.0	46.7	7.0	8.3	62.0	100.0
25 to 29	...	6.7	0.4	4.8	11.9	71.8	6.6	9.7	88.1	100.0
Newfoundland and Labrador										
15 to 19	...	18.5	5.1	56.1	79.6	7.7	6.0	6.7	20.4	100.0
20 to 24	...	15.9	x	21.8	38.7	32.3	15.9	13.2	61.3	100.0
25 to 29	...	6.3	x	6.1	12.6	57.9	13.0	16.5	87.4	100.0
Prince Edward Island										
15 to 19	...	26.8	6.1	49.0	81.9	8.4	5.3	4.3	18.1	100.0
20 to 24	...	12.1	x	19.9	33.9	48.5	11.8	5.8	66.1	100.0
25 to 29	...	3.0	x	4.4	7.6	74.9	9.5	8.0	92.4	100.0
Nova Scotia										
15 to 19	...	28.4	7.2	45.2	80.9	9.0	4.4	5.7	19.1	100.0
20 to 24	...	13.2	1.8	13.8	28.8	51.0	11.6	8.6	71.2	100.0
25 to 29	...	4.8	x	4.2	9.6	68.8	10.8	10.8	90.4	100.0
New Brunswick										
15 to 19	...	31.9	5.7	43.3	80.8	9.9	3.8	5.5	19.2	100.0
20 to 24	...	11.7	x	15.4	27.6	52.4	9.2	10.8	72.4	100.0
25 to 29	...	5.0	x	2.9	8.0	73.7	7.1	11.3	92.0	100.0
Quebec										
15 to 19	...	28.8	6.1	42.1	77.0	12.6	4.8	5.6	23.0	100.0
20 to 24	...	23.4	2.3	17.7	43.3	40.5	6.7	9.5	56.7	100.0
25 to 29	...	7.8	0.5	5.2	13.5	70.9	6.0	9.6	86.5	100.0
Ontario										
15 to 19	...	28.2	7.1	49.2	84.6	8.4	2.9	4.1	15.4	100.0
20 to 24	...	18.5	1.7	21.4	41.5	43.4	7.4	7.6	58.5	100.0
25 to 29	...	7.2	0.6	4.9	12.6	70.6	7.3	9.4	87.4	100.0
Manitoba										
15 to 19	...	31.0	4.3	40.9	76.3	15.8	3.3	4.6	23.7	100.0
20 to 24	...	20.4	1.1	11.0	32.5	54.9	4.1	8.6	67.5	100.0
25 to 29	...	8.0	x	5.1	13.5	70.2	4.6	11.7	86.5	100.0
Saskatchewan										
15 to 19	...	33.8	5.1	38.3	77.3	16.3	2.4	3.9	22.7	100.0
20 to 24	...	13.5	0.8	13.9	28.3	58.2	5.9	7.6	71.7	100.0
25 to 29	...	4.3	x	4.3	8.6	78.5	3.7	9.2	91.4	100.0
Alberta										
15 to 19	...	32.3	4.9	36.7	73.9	17.6	3.4	5.1	26.1	100.0
20 to 24	...	13.6	1.0	12.4	27.1	59.3	5.8	7.7	72.9	100.0
25 to 29	...	4.8	x	3.9	8.9	77.9	4.2	9.0	91.1	100.0
British Columbia										
15 to 19	...	27.9	5.5	46.8	80.2	13.1	2.3	4.5	19.8	100.0
20 to 24	...	16.9	1.3	18.6	36.9	49.4	5.7	8.0	63.1	100.0
25 to 29	...	6.3	x	5.2	11.6	71.3	7.7	9.4	88.4	100.0
Yukon										
15 to 19	...	17.4	x	49.0	69.6	22.4	x	11.0	30.4	100.0
20 to 24	...	x	x	11.6	17.0	49.4	10.1	23.5	83.0	100.0
25 to 29	...	x	0.0	x	x	80.1	x	x	95.1	100.0

Table C.2.1 (concluded)

Percentage of 15- to 29-year-old population in education and not in education, by age group and labour force status, Canada and jurisdictions, 2009

	In education					Not in education				
	Students in work-study programmes[1]	Other employed	Unemployed[2]	Not in the labour force[3]	Total, in education	Employed[4]	Unemployed[2]	Not in the labour force[3]	Total, not in education	Total
	percentage					percentage				percentage
Northwest Territories										
15 to 19	...	16.0	5.6	57.2	76.9	12.1	x	8.4	23.1	100.0
20 to 24	...	7.5	0.0	17.3	19.8	52.3	7.7	25.3	80.2	100.0
25 to 29	...	x	0.0	x	7.8	76.0	x	11.7	92.2	100.0
Nunavut										
15 to 19	...	9.1	x	57.3	66.6	7.5	x	23.5	33.4	100.0
20 to 24	...	x	x	8.3	10.9	38.7	x	43.3	89.1	100.0
25 to 29	...	x	x	x	x	61.0	x	28.5	95.7	100.0

... not applicable
x suppressed to meet the confidentiality requirements of the *Statistics Act*
0 true zero or a value rounded to zero
1. Students in work-study programmes are considered to be both in education and employed, irrespective of their labour market status according to the international Labour Organisation (ILO) definition.
2. Individuals who were, during the survey reference week, without work, actively seeking employment and currently available to start work.
3. Individuals who were not working and who were not unemployed; i.e., individuals who were not looking for a job.
4. Those who, during the survey reference week: worked for pay (employees) or profit (self-employed and unpaid family workers) for at least one hour; or had a job but were temporarily not at work (through injury, illness, holiday, strike or lock-out, educational or training leave, maternity or parental leave, etc.).
5. These averages are from *Education at a Glance 2011: OECD Indicators*, Table C4.2a, Percentage of the youth population in education and not in education, by age group (2009), which presents the most recent available data for the Organisation for Economic Co-operation and Development's member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
6. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2011: OECD Indicators*.

Table C.2.2

Trends in the percentage of 15- to 29-year-olds in education and not in education, by age group and labour force status, Canada and jurisdictions, 1999, 2001, 2003, 2005, 2007 and 2009

	1999			2001			2003		
	In education	Not in education		In education	Not in education		In education	Not in Education	
	Total	Employed	Not employed[1]	Total	Employed	Not employed[1]	Total	Employed	Not employed[1]
	percentage			percentage			percentage		
OECD average[5]									
15 to 19	80.4	11.3	8.9	80.7	11.1	8.7	83.1	8.8	8.3
20 to 24	35.6	46.8	17.6	37.2	46.3	17.0	39.0	43.2	17.8
25 to 29	13.1	67.5	19.5	13.0	68.4	19.2	14.4	66.3	19.3
Canada[6]									
15 to 19	80.8	10.9	8.3	81.3	11.4	7.3	80.0	11.9	8.1
20 to 24	37.1	47.2	15.7	36.5	47.9	15.7	36.7	49.0	14.3
25 to 29	10.7	71.2	18.2	11.6	72.1	16.3	12.7	71.2	16.1
Newfoundland and Labrador									
15 to 19	85.4	4.1	10.4	86.0	4.7	9.2	81.8	7.5	10.7
20 to 24	34.2	33.5	32.2	37.5	35.2	27.3	35.8	35.8	28.4
25 to 29	14.6	47.8	37.6	8.0	55.0	37.0	9.4	59.6	31.0
Prince Edward Island									
15 to 19	84.8	6.8	8.3	84.9	7.7	7.4	81.1	12.1	6.7
20 to 24	23.2	49.0	27.8	34.2	43.6	22.1	32.0	47.1	20.9
25 to 29	8.0	67.6	24.5	7.3	68.2	24.5	6.1	66.9	27.0

Table C.2.2 (continued)

Trends in the percentage of 15- to 29-year-olds in education and not in education, by age group and labour force status, Canada and jurisdictions, 1999, 2001, 2003, 2005, 2007 and 2009

	1999			2001			2003		
	In education	Not in education		In education	Not in education		In education	Not in Education	
	Total	Employed	Not employed[1]	Total	Employed	Not employed[1]	Total	Employed	Not employed[1]
	percentage			percentage			percentage		
Nova Scotia									
15 to 19	80.7	10.5	8.8	84.6	10.2	5.2	79.8	11.6	8.6
20 to 24	34.5	43.4	22.1	31.9	46.2	21.9	34.7	48.3	17.0
25 to 29	7.2	69.1	23.7	9.4	69.1	21.4	13.5	67.3	19.2
New Brunswick									
15 to 19	79.6	11.1	9.3	81.7	11.5	6.8	79.3	9.9	10.8
20 to 24	27.6	49.6	22.9	27.0	49.2	23.7	31.6	49.9	18.5
25 to 29	5.7	66.7	27.6	7.5	69.3	23.1	8.4	70.1	21.6
Quebec									
15 to 19	80.3	9.7	10.0	80.3	11.4	8.3	79.2	11.4	9.5
20 to 24	38.2	45.1	16.6	35.9	47.8	16.3	36.9	47.0	16.1
25 to 29	10.2	70.0	19.8	13.6	68.5	17.9	14.4	68.9	16.7
Ontario									
15 to 19	83.1	10.2	6.8	83.2	9.6	7.2	81.0	11.2	7.8
20 to 24	42.0	44.5	13.5	41.2	44.6	14.2	38.9	48.0	13.1
25 to 29	11.4	72.9	15.7	10.8	75.4	13.8	11.9	73.3	14.7
Manitoba									
15 to 19	80.4	12.4	7.2	78.3	15.0	6.7	77.7	16.0	6.4
20 to 24	26.8	55.2	18.0	34.3	53.1	12.6	33.0	54.7	12.3
25 to 29	9.2	74.5	16.3	11.3	71.8	16.9	15.5	70.6	13.9
Saskatchewan									
15 to 19	79.8	13.0	7.2	79.3	14.2	6.5	78.6	14.3	7.1
20 to 24	29.6	50.9	19.5	35.4	50.1	14.5	28.4	58.2	13.4
25 to 29	10.3	70.6	19.2	11.6	72.3	16.1	11.5	73.2	15.3
Alberta									
15 to 19	78.7	14.4	6.9	77.6	16.1	6.3	78.8	14.7	6.4
20 to 24	31.0	57.4	11.6	28.6	58.5	13.0	30.0	57.3	12.8
25 to 29	9.6	76.3	14.1	12.1	75.1	12.8	9.9	77.3	12.8
British Columbia									
15 to 19	77.1	12.5	10.3	80.5	12.0	7.5	80.0	12.0	8.0
20 to 24	33.7	49.9	16.4	34.2	48.6	17.2	40.3	46.3	13.4
25 to 29	11.9	67.9	20.2	11.7	69.7	18.6	15.0	65.7	19.3
Yukon									
15 to 19	74.4	17.3	33.1	80.5	9.1	10.4	71.9	22.8	12.9
20 to 24	27.6	55.2	26.4	27.2	50.8	22.2	34.9	39.8	25.4
25 to 29	15.2	72.6	12.2	x	69.6	20.6	x	68.7	25.2
Northwest Territories									
15 to 19	...	...	...	76.9	14.8	8.3	79.3	8.8	11.9
20 to 24	...	...	...	25.6	47.6	26.7	22.8	61.5	15.6
25 to 29	...	...	...	x	72.8	21.7	7.2	73.3	19.5
Nunavut									
15 to 19	...	...	...	...	...	...	...	...	...
20 to 24	...	...	...	...	...	...	...	...	...
25 to 29	...	...	...	...	...	...	...	...	...

Table C.2.2 (continued)

Trends in the percentage of 15- to 29-year-olds in education and not in education, by age group and labour force status, Canada and jurisdictions, 1999, 2001, 2003, 2005, 2007 and 2009

	2005			2007			2009		
	In education	Not in education		In education	Not in education		In education	Not in education	
	Total	Employed	Not employed[1]	Total	Employed	Not employed[1]	Total	Employed	Not employed[1]
	percentage			percentage			percentage		
OECD average[2]									
15 to 19	84.6	7.7	7.9	84.2	8.3	7.6	84.4	7.4	8.4
20 to 24	41.1	41.8	17.1	41.3	43.1	15.6	43.0	39.3	17.7
25 to 29	14.6	67.1	18.3	14.6	68.1	17.3	14.7	66.2	19.1
Canada[3]									
15 to 19	80.2	12.8	7.0	80.2	12.5	7.3	80.3	11.5	8.1
20 to 24	39.2	46.3	14.4	38.5	47.8	13.7	38.0	46.7	15.2
25 to 29	12.5	71.7	15.8	12.2	72.6	15.2	11.9	71.8	16.3
Newfoundland and Labrador									
15 to 19	85.6	6.9	7.5	85.3	7.2	7.5	79.6	7.7	12.7
20 to 24	40.6	37.5	21.9	36.8	38.1	25.2	38.7	32.3	29.0
25 to 29	10.1	58.9	31.0	16.5	58.1	25.4	12.6	57.9	29.5
Prince Edward Island									
15 to 19	82.4	9.1	8.5	83.9	12.3	3.8	81.9	8.4	9.7
20 to 24	35.2	41.8	23.0	36.5	45.5	18.0	33.9	48.5	17.6
25 to 29	6.4	74.4	19.2	7.3	73.2	19.5	7.6	74.9	17.5
Nova Scotia									
15 to 19	79.2	12.2	8.6	82.0	11.1	6.9	80.9	9.0	10.1
20 to 24	35.7	46.1	18.3	37.1	46.2	16.7	28.8	51.0	20.2
25 to 29	10.7	68.0	21.3	12.9	69.4	17.7	9.6	68.8	21.7
New Brunswick									
15 to 19	79.0	12.6	8.4	82.9	11.1	6.0	80.8	9.9	9.2
20 to 24	35.0	46.6	18.4	37.9	47.2	14.9	27.6	52.4	20.0
25 to 29	9.9	70.1	20.0	10.4	71.6	18.0	8.0	73.7	18.3
Quebec									
15 to 19	78.0	13.7	8.3	79.9	11.7	8.4	77.0	12.6	10.4
20 to 24	38.1	46.0	15.8	38.1	45.7	16.2	43.3	40.5	16.2
25 to 29	13.8	70.1	16.1	14.5	70.6	15.0	13.5	70.9	15.6
Ontario									
15 to 19	82.8	10.5	6.6	82.0	10.5	7.5	84.6	8.4	7.0
20 to 24	45.0	41.5	13.6	44.4	41.8	13.9	41.5	43.4	15.1
25 to 29	12.6	72.0	15.3	11.4	72.5	16.1	12.6	70.6	16.8
Manitoba									
15 to 19	78.2	14.8	7.0	78.0	15.7	6.3	76.3	15.8	7.9
20 to 24	33.7	52.3	14.0	34.1	52.6	13.4	32.5	54.9	12.7
25 to 29	12.2	71.8	16.0	9.8	74.9	15.3	13.5	70.2	16.3
Saskatchewan									
15 to 19	76.9	15.0	8.1	77.2	16.1	6.7	77.3	16.3	6.4
20 to 24	29.6	57.0	13.4	28.9	60.7	10.4	28.3	58.2	13.5
25 to 29	9.7	77.0	13.3	10.6	77.3	12.2	8.6	78.5	12.9
Alberta									
15 to 19	76.7	18.2	5.1	74.5	18.2	7.3	73.9	17.6	8.5
20 to 24	31.2	56.7	12.1	28.7	60.8	10.4	27.1	59.3	13.6
25 to 29	11.6	74.7	13.7	8.1	79.3	12.6	8.9	77.9	13.2
British Columbia									
15 to 19	80.0	13.2	6.8	80.1	14.4	5.5	80.2	13.1	6.8
20 to 24	36.4	49.4	14.3	34.8	54.2	11.0	36.9	49.4	13.7
25 to 29	12.1	72.6	15.3	15.0	71.0	14.0	11.6	71.3	17.1

Table C.2.2 (concluded)

Trends in the percentage of 15- to 29-year-olds in education and not in education, by age group and labour force status, Canada and jurisdictions, 1999, 2001, 2003, 2005, 2007 and 2009

	2005			2007			2009		
	In education	Not in education		In education	Not in education		In education	Not in education	
	Total	Employed	Not employed[1]	Total	Employed	Not employed[1]	Total	Employed	Not employed[1]
	percentage			percentage			percentage		
Yukon									
15 to 19	74.7	15.6	9.7	68.0	20.0	12.0	69.6	22.4	x
20 to 24	24.3	56.0	19.7	25.7	46.6	27.7	17.0	49.4	33.6
25 to 29	x	72.6	18.8	x	82.4	13.1	x	80.1	14.9
Northwest Territories									
15 to 19	73.7	11.9	14.5	76.1	16.5	7.4	76.9	12.1	11.0
20 to 24	14.6	58.8	26.6	14.3	61.3	24.4	19.8	52.3	27.9
25 to 29	6.5	73.6	19.9	x	84.9	12.4	7.8	76.0	16.2
Nunavut									
15 to 19	73.4	10.2	16.4	67.2	12.9	24.2	66.6	7.5	25.9
20 to 24	20.8	41.3	37.8	16.4	51.1	32.5	10.9	38.7	50.4
25 to 29	x	64.6	31.3	x	69.4	26.9	x	61.0	34.6

... not applicable

x suppressed to meet the confidentiality requirements of the *Statistics Act*

1. Reflects those who were "unemployed" or "not in the labour force." In the Labour Force Survey (LFS), those individuals who are, during the survey reference week, without work, actively seeking employment and currently available to start work are categorized as unemployed. Individuals who are not working and who are not unemployed (individuals who are not looking for a job) are categorized as "not in the labour force."
2. These averages are from *Education at a Glance 2011: OECD Indicators*, Table C4.4a, Trends in the percentage of the youth population in education and not in education (1997-2009), which presents the most recent available data for the Organisation for Economic Co-operation and Development's member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
3. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2011: OECD Indicators*.

Table D.1.1

Compulsory and intended instruction time in public institutions from age 7 through 15, Canada, 2009

	Average number of hours per year									
	Total compulsory instruction time					Total intended instruction time[1]				
	Ages 7 and 8	Ages 9 to 11	Ages 12 to 14	Age 15, typical pro-gramme[2]	Age 15, least demanding pro-gramme[3]	Ages 7 and 8	Ages 9 to 11	Ages 12 to 14	Age 15, typical pro-gramme[2]	Age 15, least demanding pro-gramme[3]
	hours					hours				
OECD average[4]	749	793	873	902	860	775	821	907	941	889
Canada[5]	919	923	924	921	...	919	923	924	921	...
Newfoundland and Labrador	935	935	935	935	...	935	935	935	935	...
Prince Edward Island	879	879	925	880	...	879	879	925	880	...
Nova Scotia[6]	796	888	935	935	...	796	888	935	935	...
New Brunswick[6]	833	925	957	1,018	...	832	925	957	1,018	...
Quebec[6]	900	900	900	900	...	900	900	900	900	...
Ontario[7]	940	940	919	880	...	940	940	919	880	...
Manitoba[6]	925	925	1,018	1,018	...	925	925	1,018	1,018	...
Saskatchewan	..	..	..	..	...	..	..	..	..	...
Alberta[6]	950	950	950	1,000	...	950	950	950	1,000	...
British Columbia[6]	888	888	914	963	...	888	888	914	963	...
Yukon	935	935	935	935	...	935	935	935	935	...
Northwest Territories[6]	997	997	1,045	1,050	...	997	997	1,045	1,050	...
Nunavut	..	..	..	..	...	..	..	..	..	...

.. not available for a specific reference period

... not applicable

1. "Intended instruction time" refers to the number of hours per year for which students ought to receive instruction in both the compulsory and non-compulsory parts of the curriculum.
2. "Typical programme": the programme that most 15-year-olds are following.
3. "Least demanding programme": the programme stipulated for students who are least likely to continue studying beyond the mandatory school age or beyond ISCED level 2 (lower secondary education). These data were not collected by the provinces and territories.
4. These averages are from *Education at a Glance 2011: OECD Indicators*, Table D1.1, Compulsory and intended instruction time in public institutions (2009), which presents the most recent available data for the Organisation for Economic Co-operation and Development's member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
5. Weighted average based on size of age group population of submitting jurisdictions (July 1, 2009 estimates).
6. Figures were reported by individual age and are based on minimum requirements for instruction time in provincial or territorial legislation, regulation or policy.
7. In Ontario, the figures reported for ages 7 through 13 are based on minimum requirements for instruction time in provincial regulation. Age 14 is when students move to high school (grade 9 in Ontario) and so the average for ages 12 to 14 is not very meaningful.

Source: Organisation for Economic Co-operation and Development (OECD)-Indicators of Educational Systems (INES), 2009 Survey on Teachers and the Curriculum.

Table D.2.1

Annual statutory teachers' salaries[1] in public institutions, by level of education taught and teaching experience, Canadian dollars, Canada and jurisdictions, 2008/2009

	ISCED 1 (Primary education)					ISCED 2 (Lower secondary education)					
	Starting salary / minimum training	Salary after 10 years of experience / minimum training	Salary after 15 years of experience / minimum training	Salary top of scale / minimum training	Ratio of salary at top of scale to starting salary	Starting salary / minimum training	Salary after 10 years of experience / minimum training	Salary after 15 years of experience / minimum training	Salary top of scale / minimum training	Ratio of salary at top of scale to starting salary	Years from starting to top salary (lower secondary education)
	Canadian dollars				ratio	Canadian dollars				ratio	years
Canada[2]	42,979	66,041	69,529	69,529	1.62	42,979	66,041	69,529	69,529	1.62	12
Newfoundland and Labrador	39,917	51,863	51,863	51,863	1.30	39,917	51,863	51,863	51,863	1.30	9
Prince Edward Island	39,470	56,480	56,480	56,480	1.43	39,470	56,480	56,480	56,480	1.43	10
Nova Scotia	43,305	62,849	65,292	65,292	1.51	43,305	62,849	65,292	65,292	1.51	11
New Brunswick	43,954	65,395	67,779	67,779	1.54	43,954	65,395	67,779	67,779	1.54	11
Quebec	38,641	56,246	69,387	69,387	1.80	38,641	56,246	69,387	69,387	1.80	15
Ontario[3]	41,004	69,277	69,277	69,277	1.69	41,004	69,277	69,277	69,277	1.69	10
Manitoba[4]	48,273	74,271	74,271	74,271	1.54	48,273	74,271	74,271	74,271	1.54	10
Saskatchewan	..	..	..	..	..	..	..	..	..	..	..
Alberta[3]	51,394	81,078	81,078	81,078	1.58	51,394	81,078	81,078	81,078	1.58	10
British Columbia[5]	40,776	64,116	64,116	64,116	1.57	40,776	64,116	64,116	64,116	1.57	10
Yukon	55,714	81,953	81,953	81,953	1.47	55,714	81,953	81,953	81,953	1.47	10
Northwest Territories	63,331	90,148	90,148	90,148	1.42	63,331	90,148	90,148	90,148	1.42	10
Nunavut	..	..	..	..	..	..	..	..	..	..	..

	ISCED 3 (Upper secondary education)				
	Starting salary / minimum training	Salary after 10 years of experience / minimum training	Salary after 15 years of experience / minimum training	Salary top of scale / minimum training	Ratio of salary at top of scale to starting salary
	Canadian dollars				ratio
Canada[2]	43,078	66,192	69,669	69,669	1.62
Newfoundland and Labrador	39,917	51,863	51,863	51,863	1.30
Prince Edward Island	39,470	56,480	56,480	56,480	1.43
Nova Scotia	43,305	62,849	65,292	65,292	1.51
New Brunswick	43,954	65,395	67,779	67,779	1.54
Quebec	38,641	56,246	69,387	69,387	1.80
Ontario[3]	41,204	69,615	69,615	69,615	1.69
Manitoba[4]	48,273	74,271	74,271	74,271	1.54
Saskatchewan	..	..	..	..	..
Alberta[3]	51,394	81,078	81,078	81,078	1.58
British Columbia[5]	40,776	64,116	64,116	64,116	1.57
Yukon	55,714	81,953	81,953	81,953	1.47
Northwest Territories	63,331	90,148	90,148	90,148	1.42
Nunavut	..	..	..	..	..

.. not availablefor a specific reference period

... not applicable

1. "Annual statutory salary" is the sum of wages according to existing salary scales. Salaries are presented in current Canadian dollars without adjustments for cost of living. The average for Canada was derived from the provincial values. Unless otherwise specified, the annual statutory salaries are based on 2008/2009 salary scales in collective agreements between each jurisdiction's teachers' unions and the provincial or territorial government.
2. Weighted averages based on the number of full-time educators: younger than 30 (for "Starting salary / minimum training"); aged 35 to 44 (for "Salary after 10 years of experience / minimum training"); or aged 45 or older (for "Salary after 15 years of experience" and "Salary at the top of the scale"). Reflects public institutions in submitting jurisdictions, as reported in the 2008/2009 Elementary-Secondary Education Survey (ESES). The territories are excluded from the Canada average because the ESES does not report a breakdown by age for the number of full-time educators.
3. In Ontario and Alberta, salaries are negotiated at the school board level. The figures provided by Ontario are the midpoint of a range based on the provincially funded grid. In Alberta, the salaries shown are based on averages in all of the school boards.
4. In Manitoba, the concept of "annual statutory teachers' salaries" is not relevant because the province is not party to the collective bargaining for teachers and does not have the payroll data that would be needed to report on the salary information requested. Manitoba figures reflect the gross annual starting salary and salaries after 10 and 15 years of experience taken from averages across all school divisions.
5. In British Columbia, figures are based on the salary grid for the Surrey School District, the largest school district in the province.

Source: Organisation for Economic Co-operation and Development (OECD)-Indicators of Educational Systems (INES), 2009 Survey on Teachers and the Curriculum.

Table D.2.2

Annual statutory teachers' salaries[1] in public institutions, by level of education taught and teaching experience, US dollars, Canada and jurisdictions, 2008/2009

	ISCED 1 (Primary education)					ISCED 2 (Lower secondary education)					
	Starting salary / minimum training	Salary after 10 years of experience / minimum training	Salary after 15 years of experience / minimum training	Salary top of scale / minimum training	Ratio of salary at top of scale to starting salary	Starting salary / minimum training	Salary after 10 years of experience / minimum training	Salary after 15 years of experience / minimum training	Salary top of scale / minimum training	Ratio of salary at top of scale to starting salary	Years from starting to top salary (lower secondary education)
	US dollars				ratio	US dollars				ratio	years
OECD average[2]	29,767	36,127	38,914	48,154	1.64	31,687	38,683	41,701	51,317	1.64	24
Canada[3]	35,898	55,160	58,074	58,074	1.62	35,898	55,160	58,074	58,074	1.62	12
Newfoundland and Labrador	33,341	43,318	43,318	43,318	1.30	33,341	43,318	43,318	43,318	1.30	9
Prince Edward Island	32,967	47,175	47,175	47,175	1.43	32,967	47,175	47,175	47,175	1.43	10
Nova Scotia	36,170	52,494	54,535	54,535	1.51	36,170	52,494	54,535	54,535	1.51	11
New Brunswick	36,712	54,621	56,612	56,612	1.54	36,712	54,621	56,612	56,612	1.54	11
Quebec	32,275	46,979	57,955	57,955	1.80	32,275	46,979	57,955	57,955	1.80	15
Ontario[4]	34,248	57,863	57,863	57,863	1.69	34,248	57,863	57,863	57,863	1.69	10
Manitoba[5]	40,320	62,035	62,035	62,035	1.54	40,320	62,035	62,035	62,035	1.54	10
Saskatchewan	..	..	..	..	..	..	..	..	..	...	...
Alberta[4]	42,927	67,720	67,720	67,720	1.58	42,927	67,720	67,720	67,720	1.58	10
British Columbia[6]	34,058	53,553	53,553	53,553	1.57	34,058	53,553	53,553	53,553	1.57	10
Yukon	46,535	68,451	68,451	68,451	1.47	46,535	68,451	68,451	68,451	1.47	10
Northwest Territories	52,897	75,296	75,296	75,296	1.42	52,897	75,296	75,296	75,296	1.42	10
Nunavut	..	..	..	..	..	..	..	..	..	...	...

	ISCED 3 (Upper secondary education)				
	Starting salary / minimum training	Salary after 10 years of experience / minimum training	Salary after 15 years of experience / minimum training	Salary top of scale / minimum training	Ratio of salary at top of scale to starting salary
	US dollars				ratio
OECD average[2]	33,044	40,319	43,711	53,651	1.64
Canada[3]	35,981	55,286	58,191	58,191	1.62
Newfoundland and Labrador	33,341	43,318	43,318	43,318	1.30
Prince Edward Island	32,967	47,175	47,175	47,175	1.43
Nova Scotia	36,170	52,494	54,535	54,535	1.51
New Brunswick	36,712	54,621	56,612	56,612	1.54
Quebec	32,275	46,979	57,955	57,955	1.80
Ontario[4]	34,416	58,146	58,146	58,146	1.69
Manitoba[5]	40,320	62,035	62,035	62,035	1.54
Saskatchewan	..	..	..	..	..
Alberta[4]	42,927	67,720	67,720	67,720	1.58
British Columbia[6]	34,058	53,553	53,553	53,553	1.57
Yukon	46,535	68,451	68,451	68,451	1.47
Northwest Territories	52,897	75,296	75,296	75,296	1.42
Nunavut	..	..	..	..	..

.. not available for a specific reference period

... not applicable

1. "Annual statutory salary" is the sum of wages according to existing salary scales. Salaries have been converted to US dollars using the 2008/2009 purchasing power parity (PPP) for Canada from the Organisation for Economic Co-operation and Development (OECD) National Accounts database. Although this PPP takes into account differences in cost of living across countries, it was not possible to make a similar adjustment for provinces and territories. Unless otherwise specified, the annual statutory salaries are based on 2008/2009 salary scales in collective agreements between each jurisdiction's teachers' unions and the provincial or territorial government.
2. These averages are from *Education at a Glance 2011: OECD Indicators*, Table D3.1,Teachers' salaries (2009), which presents the most recent available data for the Organisation for Economic Co-operation and Development's member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
3. Weighted averages based on the number of full-time educators: younger than 30 (for "Starting salary / minimum training"); aged 35 to 44 (for "Salary after 10 years of experience / minimum training"); or aged 45 or older (for "Salary after 15 years of experience" and "Salary at the top of the scale"). Reflects public institutions in submitting jurisdictions, as reported in the 2008/2009 Elementary-Secondary Education Survey (ESES). The territories are excluded from the Canada average because the ESES does not report a breakdown by age for the number of full-time educators.
4. In Ontario and Alberta, salaries are negotiated at the school board level. The figures provided by Ontario are the midpoint of a range based on the provincially funded grid. In Alberta, the salaries shown are based on averages in all of the school boards.
5. In Manitoba, the concept of "annual statutory teachers' salaries" is not relevant because the province is not party to the collective bargaining for teachers and does not have the payroll data that would be needed to report on the salary information requested. Manitoba figures reflect the gross annual starting salary and salaries after 10 and 15 years of experience taken from averages across all school divisions.
6. In British Columbia, figures are based on the salary grid for the Surrey School District, the largest school district in the province.

Source: Organisation for Economic Co-operation and Development (OECD)-Indicators of Educational Systems (INES), 2009 Survey on Teachers and the Curriculum.

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Committees and organizations

This report was jointly produced by Statistics Canada and the Council of Ministers of Education, Canada (CMEC), in partnership with the departments and ministries of the provinces and territories with responsibility for education and training. Two intergovernmental committees have played a key role in the development of this publication: the Canadian Education Statistics Council (CESC) and the Strategic Management Committee of the CESC. The CMEC and Statistics Canada project team is also listed.

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